Guidelines for Academic Staff on the use of Generative AI Tools in Class and in Assessments

Recent advances in Artificial Intelligence (AI) offer unprecedented opportunities to enhance teaching practices and enrich the student learning experience. Therefore, it is imperative for the University to embrace the benefits of this technology while critically and creatively engaging with its challenges. By integrating AI into its teaching and research where appropriate, the University not only stands to enhance its academic programmes but also to empower students with essential skills for an increasingly AI-driven world. These guidelines are intended to achieve this whilst ensuring the ethical use of AI and maintaining academic rigour and integrity.

1. Generative AI produces seemingly original content (text, audio, music, images, computer code, etc) in response to prompts inputted by users.[1] While this technology has been around for many years, it has recently undergone significant advancements, particularly with the introduction of ChatGPT (based on GPT-3.5) in November 2022. ChatGPT, in particular, has made access to the technology simpler and (mostly) free of charge.

2. Generative AI still has many limitations, but the technology is developing at an accelerated pace. For instance, GPT-4 was launched in March 2023, with the capability of generating longer and more accurate replies and interpreting prompts that include images. It is therefore important to keep in mind that what was a limitation a few months, or indeed weeks, ago, might no longer be so.

3. Generative AI tools are here to stay (and will improve). Our students will be using these tools in their place of work and personal lives once they graduate. It is therefore important to embrace the use of these tools in our learning, teaching and assessment procedures, when it is deemed appropriate and beneficial to do so.

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[1] George Lawton, "What is generative AI? Everything you need to know", https://www.techtarget.com/searchenterpriseai/definition/generative-AI (accessed April 2023).

4. It is appreciated that as with any new technology there is a learning curve that academics and students need to go through before its effective and routine use becomes established. Academics and students are still exploring new ways how Generative AI tools can be used effectively in teaching, learning, assessment, and research. For example, academics can use Generative AI tools to develop novel and engaging ways to present their material to students and make it more accessible. Students can use these tools to explore other solutions to a given problem or to compile summaries of texts. There are already many resources available on the Internet that can facilitate the effective use of Generative AI in higher education. One example is UNESCO IESALC's quick start guide on ChatGPT and Artificial Intelligence in higher education.[2] Academics should exercise caution when using Generative AI with students. Academics should be familiar with the limitations and associated ethical issues of Generative AI tools (e.g., privacy and data considerations; potential for bias; inaccuracy and misrepresentation of information; plagiarism or using copyrighted material without appropriate citation; and exploitation). A fine balance must therefore be struck between being early adopters of Generative AI tools in class, and maintaining academic rigour and integrity.

5. In line with 4, and also due to the different requirements of the various disciplines and specific study-units, it is up to the individual lecturers, in consultation with the Board of Examiners and/or the Board of Studies, as appropriate, to determine if and how the use of Generative AI tools should be permitted within a given study-unit. If no specific mention is made regarding the use of Generative AI tools in the study-unit assessment guidelines and instructions that are made available to students through the VLE, then it is assumed that the use of these tools is not allowed except for the modalities indicated in Guideline 6. The modality of their use, when allowed, should be made clear to the students at the start of the study-unit. If the use of these tools is allowed for summative assessments, the lecturer should make it clear how students should acknowledge the use of Generative AI in any submitted work.[3]

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[2] https://www.iesalc.unesco.org/wp-content/uploads/2023/04/ChatGPT-and-Artificial-Intelligence-in-higher-education-Quick-Start-guide_EN_FINAL.pdf.

[3] Examples as to how the use of Generative AI may be acknowledged may be found at https://www.jcq.org.uk/wp-content/uploads/2023/04/JCQ-AI-Use-in-Assessments-Protecting-the-Integrity-of-Qualifications.pdf (see p.5) or https://teach.coventry.domains/articles/artificial-intelligence-staff-guidance/#acknowledging-describing-and-referencing-ai-use)

6. The use of Generative AI tools by students is becoming ubiquitous and should, in general, be encouraged. The following unacknowledged use of AI by students is considered to be appropriate unless specifically forbidden by the lecturer in view of the academic exigencies of the study-unit:

    - to aid with comprehension, language, spelling, and grammar;
    - as a research tool similar to the use of an Internet search engine to find information on the Internet;
    - to aid in the understanding of course material;
    - to help in the revision of the study-unit;
    - to facilitate brainstorming and essay planning.

    However, it is important to note that if Generative AI tools are substantially utilised to produce answers in summative assessments (where allowed), students should clearly acknowledge their use. If students are in doubt, it is always safer to include appropriate acknowledgement.

7. The University Assessment Regulations (2009) define plagiarism "as the unacknowledged use, as one's own, of work of another person, whether or not such work has been published, and as may be further elaborated in Faculty or University guidelines."[4] For the avoidance of doubt, the use of unacknowledged work generated by AI tools is also considered by the University as plagiarised work.

8. As of April 2023, Turnitin has introduced a new tool for detecting AI-generated writing. The tool gives a percentage score of what Turnitin believes to be the proportion of the submitted text to be AI-generated. It states a confidence level of 98% on this score. However, this is still insufficiently tested technology. A certain level of false positives will be generated. Consequently, many universities are taking a cautious stance on the use of tools that claim to detect text produced by AI. These tools are still in the early stages of development and more time is needed to evaluate their detection accuracy, including the likelihood of false positives and false negatives.

    The University will enable the Turnitin AI detection feature until the end of December 2023 for test purposes only. Before enabling this new AI detection functionality as a standard procedure, the University needs

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[4] Regulation 38(1)(b)(i).

time (a) to fully assess its impact and effectiveness, and (b) to prepare the appropriate support and guidance for staff and students. The University is closely monitoring the developments related to the Turnitin AI detection functionality and may allow its use in the future.

Nevertheless, at this stage, the use of any AI writing detection tools within UM is discouraged given the unreliability of Generative AI detection software. Besides the detection accuracy concerns mentioned earlier, the students have not given their permission to upload their work to tools other than Turnitin or agreed on how their data will be stored. For these reasons, Generative AI detection software cannot be used as proof for disciplinary procedures.

9. If there is a suspicion that a submitted work includes unacknowledged or forbidden AI-generated contributions, use should be made of article 38(1)(f) of the University Assessment Regulations (2009) which states the following: "Students shall not submit work which is not truly their own. In such cases, the student shall be called for an oral examination. If during the oral examination it is confirmed that there is a serious mismatch between the quality of work submitted and the performance of the student during the oral examination, a report shall be made to the University Assessment Disciplinary Board."

10. Students should be encouraged to keep copies of their drafts and notes when producing work for assessment. These could help students show the originality of their work. It is also important to highlight to students the importance of properly referencing any sources used.

11. Assessors should consider the problems arising from the unauthorised use of Generative AI tools to be similar to those arising from contract writing, only that it is much quicker and more accessible.

12. These guidelines will be reviewed as necessary as Generative AI technologies continue to evolve.

Although these guidelines are focused on learning, teaching, and assessment procedures, it is also important to point out that Generative AI tools can also be used for research and administrative work. All University staff should be especially careful not to include any sensitive information in their prompts to these tools due to issues related to privacy and data protection. It is important to realise that tools like ChatGPT keep a history of all prompts entered by the user, and these could be used to train the system better and can also be read by employees of the companies providing these tools (e.g. OpenAI in the case of ChatGPT and Google in the case of Bard) to improve their system. Data entered in these tools' prompts may appear in replies given to other users.

For further assistance please access the links below:

FAQ - Turnitin AI Writing Detection Capabilities - https://www.turnitin.com/products/features/ai-writing-detection

Video on Turnitin's AI Writing Detection: An introduction for educators and administrators - https://www.youtube.com/watch?v=lye6mYeUc6o

Getting started with AI writing at Turnitin - https://go.turnitin.com/ai-getstartedwithaiwriting-instructor-uk-0723