



Guidance Note

Title: Guidance on the Use of Artificial Intelligence by HE Students

VERSION NO: 1

LAST REVIEWED: September 2023

Summary:

Accessibility: If you would like this information in an alternative format, e.g. Easy to Read, large print, Braille or audio tape, or if you would like the procedure explained to you in your language, please contact the College's marketing team on 01603 773 169.

Further information: If you have any queries about this policy or procedure, please contact the named policy holder.



Amendments log

Review date	Version	Changes	Originated by	Approval
Sept 2023	1.0	Initial Issue	S. Ratcliffe	

NB: Information accurate of September 2023. As we learn more and as AI develops, we will review this guidance document for students and will update it accordingly.

Purpose and Application

This document applies to all students studying under UEA's Partner Bachelor and Foundation Degree Awards, or the Norfolk Regulatory Framework 8th Edition V5 and any other Awarding Bodies where there is a default to the Institutions policies (for example Pearson BTEC qualifications). The guidance should be read in conjunction with the Plagiarism and Collusion and Academic Misconduct Policies.

Outline

The School of Higher Education is exploring the opportunities and challenges presented by generative AI and, whilst we will not prohibit the use of it, we expect students to use these tools in an ethical and responsible way. This document provides guidance to students about acceptable behaviours and practices when completing assessments in relation to the use of Artificial Intelligence (AI).

What is Generative AI?

"Generative AI refers to a type of artificial intelligence that involves creating new and original data or content. Unlike traditional AI models that rely on large datasets and algorithms to classify or predict outcomes, generative AI models are designed to learn the underlying patterns and structure of the data and generate novel outputs that mimic human creativity" (The Alan Turing Institute, 2023)

Please note that the term AI and generative AI are used interchangeably in the Plagiarism and Collusion policy.

For further information on the impact of artificial intelligence, see this article:

The impact of artificial intelligence on academia: [Cite Them Right - The impact of artificial intelligence on academia \(citethemrightonline.com\)](https://www.citethemrightonline.com) (Cite Them Right, 2023a)

Background

Recent technological advancements have meant that the ability to use third party sources such as essay mills or AI have become more accessible and available. When students submit summative assessment work, it is on the basis that the work is their own and the production of their own intellectual efforts without any form of fabrication or falsification. To this affect (unless specific assessment requirements detail inclusion is acceptable), students when they submit work agree to the following:

I understand that by submitting the piece of work it will be considered as the final and complete version of my assignment of which I am the sole author. I certify that this is my own work, based on my own intellectual efforts, all sources are correctly attributed, and the contribution of any artificial intelligence software is fully acknowledged. I understand both the meaning and consequences of plagiarism and collusion and I have not knowingly allowed another to copy my work.

Permissible Use

The School of Higher Education has determined that unless it is explicitly stated on the assessment brief, that AI cannot be used to complete any part of a submitted summative assessment. If AI software were to be used to complete the work, it will be plagiarism and action will be taken in line with the Plagiarism and Collusion Policy. In some cases, it may reach the level of contract cheating (see below).

However, AI can be used as a research tool to help the understanding of material and how that can be expressed. Please see below for guidance on ways in which AI can be used and should not be used:

There are areas of study in which AI can be useful for (or is acceptable to use), this includes:

- Sourcing technical definitions to aid understanding of a topic.
- To obtain explanations to a short question for research purposes (I.e., where answers are based on materials readily available on the internet)
- To generate revision material
- To generate practice examination questions to aid revision.
- To help identify useful sources.
- To check grammar and spelling (as per the proof-reading guidance)
- Suggest an initial plan or structuring of an assessment.
- Explicitly permitted use of AI tools as per the assessment brief instructions
- When the assessment subject/topic is AI (please check this with the marking tutor)
- Formative assessments
- Debugging Code
- Creating a case study. This case study should be included in the appendix and the case study must not be directly assessed.

Students should acknowledge how they have used AI in their work, as an endnote, as it should not be directly referred to in the body of the assessment. The endnote should acknowledge the use of such software and what it helped with. Endnotes are listed at the end of the assessment (after the reference list). For example, for an essay this may be on a separate page after the reference list, on a new slide for a PowerPoint presentation and for a poster this may be in a small section at the bottom. This should be formatted as outlined below:

Acknowledgements

Suggested format: 'I acknowledge the use of [insert AI system and the link] to [explain specific use of artificial intelligence]. The following prompts were used:

- "Prompt 1"
- "Prompt 2"

I confirm that no content generated by AI has been presented as my own work in my assessment submission.'

Worked example: 'I acknowledge the use of [ChatGPT 3.5 (<https://chat.openai.com>)] to [conduct research into Pythagoras to aid my understanding of the topic]. The following prompts were used:

- "What is Pythagoras theorem?"
- "Explain in 100 words what is meant by the hypotenuse".

I confirm that no content generated by AI has been presented as my own work in my assessment submission.'

It is recommended that students retain any interactions/output had using AI in case the assessment work is brought under scrutiny.

If it has been explicitly stated on the assessment brief that AI can be used to complete any part of a submitted summative assessment, this should be referenced.

For further information on how to reference generative AI, see Cite Them Right:

How to reference Generative AI (Harvard): [Cite Them Right - Generative AI \(citethemrightonline.com\)](https://www.citethemrightonline.com) (Cite Them Right, 2023b)

Non-permissible Use

There are areas of study that students should not use AI for, this includes:

- AI produced content should not be copied and pasted for use in an assessment.
- Providing citations and references to support work that the student has already written.
- Generating graphics, images, or visuals to support work.
- To generate own reflections or personal experience
- Developing an argument, including critical thinking
- For original ideas or content generation for use in assessment
- To condense own work into fewer words
- To condense summaries provided by AI of published or unpublished sources and then use this in the final submission. Students must always read the original source and cite this in their final assessment.
- Students are not permitted to paraphrase AI generated content.
- Uploading course material, such as presentation slides, past examination papers or handouts to AI tools

Contract Cheating

Contract cheating occurs when an assessment has been completed partially or wholly by a third party or by AI software. The third party might be a friend or family member, another student or an academic, or a commercial provider sometimes referred to as an 'essay mill'. It is contract cheating whether the student pays them or not and whether the student acknowledges this source or not. Contract cheating may also involve a student uploading an assessment question to a website so that it can be answered, partly or wholly, by others, or by AI, or where such answers are capable of providing an academic advantage to any student. Even if a student's question is not actually answered, it would still be contract cheating as they have intended to cheat. The School of Higher Education treats contract cheating as an especially serious form of academic misconduct since engaging a third party to complete work can only be a deliberate, intentional act. Suspected cases of contract cheating will be investigated through the Plagiarism and Collusion Policy.

For awareness, in 2022, the UK Parliament made it a criminal offence to offer commercial (paid) contract cheating services (aka essay mills). While a student will not be prosecuted for aiding and abetting this offence, they may find themselves caught up in proceedings against the service.

N.B. Students should also familiarise themselves with the Proof Reading Guidance (available on Blackboard) to establish what a proofreader can and cannot do.

References

Cite Them Right (2023a) *The impact of artificial intelligence on academia*. Available at: [Cite Them Right - The impact of artificial intelligence on academia \(citethemrightonline.com\)](https://www.citethemrightonline.com) (Accessed: 13/09/2023).

Cite Them Right (2023b) *Generative AI (Harvard)*. Available at: [Cite Them Right - Generative AI \(citethemrightonline.com\)](https://www.citethemrightonline.com) (Accessed: 13/09/2023).

The Alan Turing Institute (2023) *The Turing Lectures: What is generative AI?* Available at: <https://www.turing.ac.uk/events/turing-lectures-what-generative-ai> (Accessed 22/09/2023).