

Engaging with Artificial Intelligence (AI) in your Education and Assessment

Acceptable Usage Guidance

There is a lot of interest in and experimentation with artificial intelligence (AI) tools such as ChatGPT, DALLE-2, CoPilot, and Google Bard.

All of these can be helpful tools for generating content that might contribute to assessed work, which has led some institutions to prohibit their use.

We believe these tools are potentially transformative as well as disruptive, that they will feature in many academic and professional workplaces, and that **rather than seek to prohibit your use of them, we will support you in using them effectively, ethically and transparently.**

Whilst they are attractively powerful and easy to use, they can also provide misleading or incorrect information, and can negatively impact your learning as they can offer shortcuts that reduce the need for critical engagement that is key to deep and meaningful learning. You also need to be aware of the difference between reasonable use of such tools, and at what point their use might be regarded as giving you an unfair advantage.



It is important that you **do not use AI tools to generate work for assessments** and submit it as if it was your own work. In this guidance, we explain **how AI might be used** and **how to acknowledge its use.**

What is AI good for?

These tools can help students in a number of ways – for instance

- Answering questions where answers are based on material which can be found on the internet.
- Drafting ideas and planning or structuring written materials.
- Generating ideas for graphics, images and visuals.
- Reviewing and critically analysing written materials to assess their validity.
- Helping to improve your grammar and writing structure – especially helpful if English is a second language.

- Experimenting with different writing styles.
- Getting explanations.
- Getting over writer's block.

Limitations

However, **artificial and human intelligence are not the same**; these AI tools do not understand anything they produce nor do they understand what the words they produce mean when applied to the real world.


Open.ai, the creators of ChatGPT, have provided [helpful guidance for educators and students](#) – in short:

- Whilst their output can appear plausible and well written, AI tools frequently get things wrong and can't be relied upon for factual accuracy.
- They perform better in subjects which are widely written about, and less well in niche or specialist areas.
- Unlike a normal internet search, they don't look up current resources and are currently some months out of date.
- They cannot currently provide references – they fabricate well formatted but fictitious citations.
- They can perpetuate stereotypes, biases and Western perspectives.

More fundamentally, overreliance on these tools will reduce your opportunities to hone your writing, critical thinking, and evaluation skills – key academic and professional skills which you will need as you progress through your studies and beyond. What these tools can provide, however, is an opportunity to build critical analysis and evaluation skills – perhaps by studying and critiquing what they produce, and making judgements about whether what they produce is actually valid and believable.

AI and academic misconduct


Whenever you submit work as part of your studies you are reminded that academic misconduct is strictly prohibited:

	<p>'Academic misconduct encompasses all kinds of academic dishonesty, whether deliberate or unintentional, which infringes the integrity of the College's assessment procedures.</p> <p>This refers to any attempt made by a student to gain an unfair advantage, whether intentional or unintentional, in summative assessments'</p>
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Using AI tools to help with such things as idea generation or your planning may be an appropriate use, though your context and the nature of the assessment must be considered. **It is not acceptable, however, to use these tools to write your work for you, and**

Turnitin now has an AI detection tool in place to signpost your tutors to these suspected instances, which will be investigated in line with our Academic Misconduct policy and procedures. Also, please bear in mind that words and ideas generated by some AI tools make use of other, human authors' ideas without referencing them, which, as things stand, is controversial in itself and considered to be a form of plagiarism.

Your lecturers will be able to provide more specific guidance on what tools, if any, are allowed in the context of your own assignments, but the following applies across all of UC Leeds' assessments.

	<p>An unfair advantage is:</p> <ul style="list-style-type: none">• When you hide something and aren't transparent about your approach.• When you take something directly from someone (or something) else and don't reference or acknowledge.• When you don't use something in an appropriate way. <p>If teaching staff suspect that you are trying to pass off AI-generated output as your own work then the regulations in the Luminare Education Group Higher Education Academic Misconduct Policy apply. You would be likely to be invited to an investigatory viva to probe the authorship of your work</p>
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How to acknowledge AI sources in your work

If your lecturers have made clear that you may use AI sources in your assessed work, then you should acknowledge, describe and reference its use:

1	Acknowledge: acknowledge its use
2	Describe: you must describe how the information or material was generated
3	Reference: guidance on how to reference AI-generated content

Example of how to acknowledge, describe and reference

Acknowledgement:

I acknowledge the use of ChatGPT (<https://chat.openai.com/>) to plan my essay, and generate some initial ideas which I used in background research and self-study in the drafting of this assessment.

Description of use of AI:

I used ChatGPT to create a high level structure which I then adapted in my essay, choosing to focus on Bentham's contribution to philosophy and to utilitarianism, and on the impact on human rights and civil liberties. I used one further ChatGPT prompt to generate some high level ideas about utilitarianism and civil liberties.

Reference:

OpenAI, ChatGPT, 15Feb 2023, <https://chat.openai.com/APA> example: