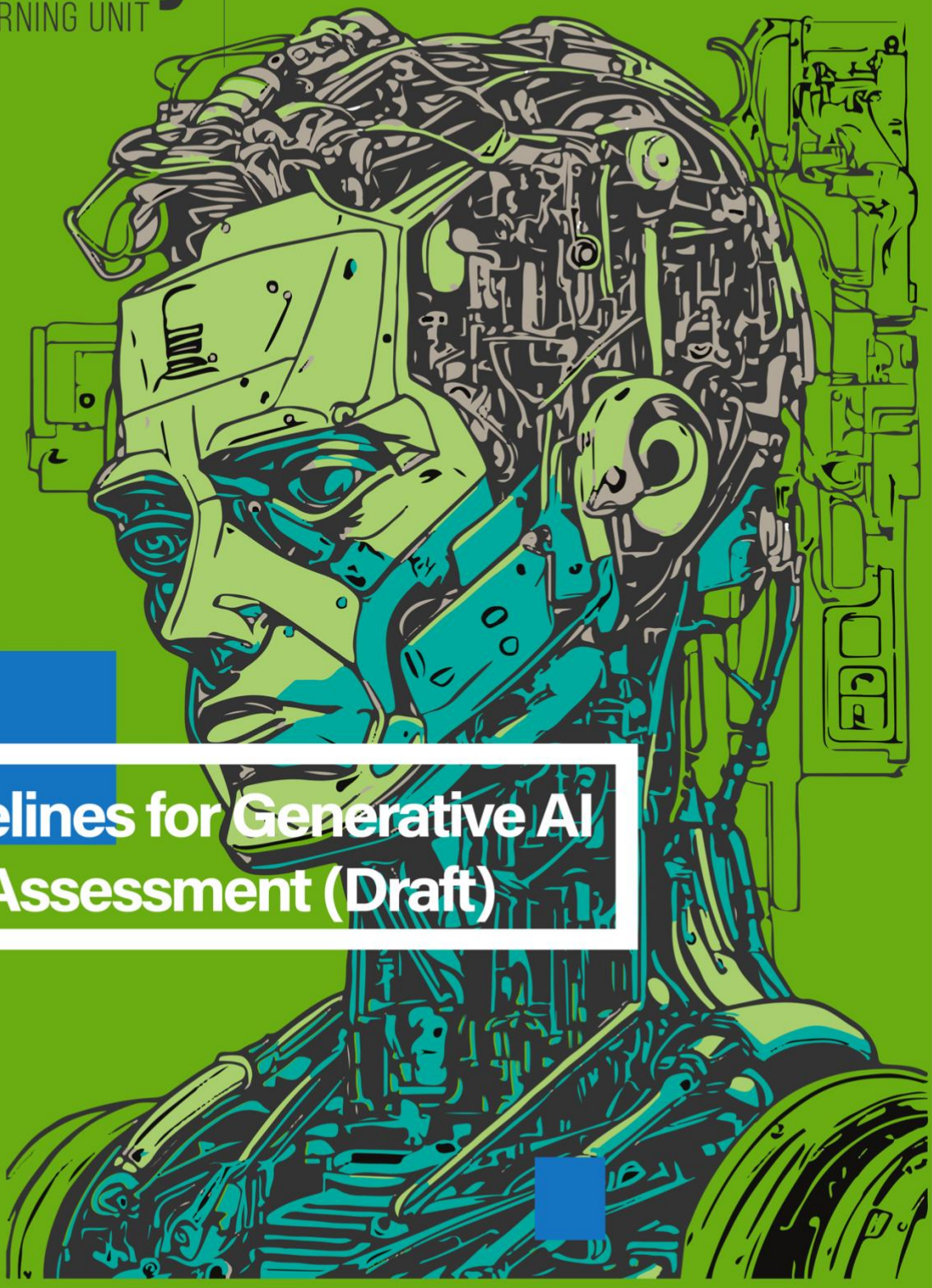
CLM Faculty

TEACHING AND LEARNING UNIT



Staff Guidelines for Generative AI Tools and Assessment (Draft)

September 2024

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CQLT
CLM Online Learning and Teaching

CLM Faculty: Draft Staff Guidelines for Generative AI Tools and Assessment

Version: September 2024

Adapted from: Centre for Innovation, Learning and Teaching (2023). Staff Guide: Assessment and academic integrity in the age of AI. University of Cape Town. CC-BY.

Introduction

The aim of this faculty guideline document is to suggest responses for how lecturers could think about assessments due the advent of Generative Artificial Intelligence (GAI) tools. This guideline document should be read in conjunction with the companion guidelines:

- CLM Staff Guidelines for Learning and Teaching with Generative AI Tools
- CLM Guidelines for Effective Prompting with Generative AI Tools
- CLM Researcher Guidelines for the Ethical Use of Generative AI Tools
- CLM Student Guidelines for Generative AI Tools in Higher Education

Guidelines and principles linked to assessment, learning and teaching in other institutional documents should also be taken into consideration when incorporating GAI:

- The five-year Wits Learning and Teaching Plan
- Senate Standing Orders on the Assessment of Student Learning

GAI tools such as ChatGPT have sparked debates about assessments at universities. This includes concerns about academic misconduct, plagiarism, as well as questions as to when it is appropriate for students to use GAI. While the GAI landscape and its effects on higher education continue to evolve, there are calls by some to circumvent the potential use of GAI, such as by returning to more in-person invigilated assessments. Or, to adapt assessments so that they limit the potential use of GAI. It is not recommended to outright ban the use of GAI tools as many existing tools (e.g., grammar and word processors) include AI capabilities. In fact, as we cannot monitor students' use of AI tools, an outright ban is impractical, except within the confines of a sit-down 'exam'.

Our overall recommendation: To ensure the integrity of your assessments, rather than seeking to ban the use of GAI tools or focusing on GAI tool detection, we recommend focusing on assessment design and strategies that better prepare students to complete their assessments without resorting to software or tools you deem inappropriate to learning in that activity.

1. Declaration of Use of GAI Tools

It is imperative that lecturers communicate to students what they consider to be appropriate uses of GAI tools for assessments at the beginning of a course. This information should be included in the course outline and/or ulwazi course site that provides students with a clear understanding of GAI's purpose, guidelines for responsible usage, and how to

leverage GAI tools appropriately (Acar, 2023). This may include a requirement for a declaration that either such GAI tools have not been used or that the use of these tools be cited if used. The following should be conveyed to students:

- At the start of the course, **specify whether GAI tools can be used** within the course. It is useful to have a discussion with one's students about this to allow for questions and to help clarify misperceptions. Some students may even be able to contribute experiences and views about how these tools can be used for learning, teaching and assessment (Lodge, 2024).
- If permitted, **specify how GAI tool use should be attributed**, if this should be referenced (e.g., APA style) and if further appendices are required for assessments (i.e., submitting the prompts and/or outputs generated by GAI tools).
- Specify GAI conditions i**n the course plagiarism declaration** or **in the assignment submission instructions** (see example below).
- Aligned to the Wits Framework for Academic Integrity and the Student Academic Misconduct Policy, **explain the consequences of academic dishonesty and inappropriate use of tools** (including GAI).

Declaration Example

Students should include a declaration of use that explains what technologies, if any, they have used to generate content while working on an assessment. When they have adapted outputs generated by AI, or the content is being used to simply demonstrate the capability of GAI, it is not required to use in-text citations or references. In these situations, students should add a declaration that (Monash University, 2023):

- Provides a written acknowledgment of the use of GAI tool(s).
- Specifies which technology was used.
- Includes explicit descriptions of how the information was generated.
- Identifies the prompts used.
- Explains how the output was used in the work.

For example, students could be asked to complete the following declaration when submitting work that contains GAI-generated content (Monash University, 2023):

I acknowledge the use of [insert AI system(s) and link] to [specific use of generative artificial intelligence]. The prompts used include [list of prompts]. The output from these prompts was used to [explain use].

Another example of a plagiarism declaration statement updated with considerations of GAI use:

1. I know that plagiarism is wrong. Plagiarism is to use another's work and pretend that it is one's own.
2. I have used the ..... convention for citation and referencing. Each contribution to, and quotation in, this essay/report/project/ ..... from the

work(s) of other people has been attributed and has been cited and referenced. Any section taken from an internet source has been referenced to that source.

3. This essay/report/project/..... is my own work and is in my own words (except where I have attributed it to others).
4. I have not paid a third party to complete my work on my behalf. I have not used generative artificial intelligence or my use of generative artificial intelligence has been limited to ..... (specify precisely how you used AI to assist with this assignment).
5. I have not allowed and will not allow anyone to copy my work with the intention of passing it off as their own work.
6. I acknowledge that copying someone else's assignment or essay, or part of it, is wrong, and declare that this is my own work.

Reference Example

If students are submitting material generated by AI as a source in their assessment, this work should be appropriately referenced, for example: (APA, 7th Ed., 2023):

	Rule	**Example**
In-text citation (parenthetical)	(Author, Year) Optional: Long responses from ChatGPT can be included in an appendix or as online supplemental materials.	(OpenAI, 2024) (OpenAI, 2024; see appendix A for the full transcript).
Reference List entry	Author. (Year). *Title of software* (Version) [Software descriptor]. Publisher. URL	OpenAI. (2023). *ChatGPT* (May 3 Version) [Large language model]. OpenAI. https://chat.openai.com

Further examples of citations can be found on the APA blog.

2. Assessment (Re)design Strategies

Perkins et al. (2024) and Furze (2024) suggest that the use of GAI for assessment can be considered as a scale of use, from no-GAI use to expected GAI use:

Design	**Approach**	**Student usage of GAI**
1 - No GAI in assessment	Assessment is completed entirely without GAI assistance in a controlled environment, under "exam" conditions.	You may not use GAI at any point during the assessment.
2 - Assessment Planning with GAI	GAI may be used for pre-task activities such as outlining, refining ideas and research. This level focuses on using GAI for planning, ideation, synthesis, but the assessments should emphasise the need to develop and refine these ideas independently.	You may use GAI for planning, idea refinement and research. The final submission should show how you have developed and refined these inputs.
3 - Assessment collaboration with GAI	GAI may be used to complete the task, including drafting, feedback and refinement. Students should critically evaluate and modify any GAI outputs to	GAI may be used for completing elements of a task, such as drafting text, checking grammar, refining and evaluating your work.

	demonstrate their understanding. This includes improving the readability of text.	Any GAI outputs must be critically evaluated and modified.
4 - Full GAI Assessment	GAI may be used to complete any elements of the task, with student directing GAI to achieve the assessment goal. Assessments may require engagement with GAI to achieve the objective of the assessment.	You may use GAI extensively throughout your work, either as you wish, or as specifically directed in the assessment. Focus on directing GAI to achieve your goals while demonstrating your critical thinking.

While the temptation may be to have all assessments require invigilation whereby GAI cannot be used (design strategy 1), these assessments may not evaluate the range of knowledge, skills and abilities expected of students (Lodge, 2024). In CLM, the recommendation is to focus on assessment design strategies 2 and 3 (assessment planning with GAI or assessment collaboration with GAI) which requires a focus on assessment (re)design (Wits University, 2023), and which aligns to the revised Senate Standing Orders on the Assessment of Student Learning. Importantly, it will take time and effort to redesign assessment activities, but an iterative approach can be used across cohorts. Opportunities for moving towards more authentic assessments that minimise the potential misuse of GAI tools include (Turnitin, 2023c):

- **Check your assessment briefs/questions**: Consider testing current assessments by running them through GAI. Is the output reasonably acceptable or not what is required? If the AI-generated outputs are aligned with the expectations for the assessment, rework the design of the assessment in a way that will minimise the use of the technology.
- **Focus on critical thinking and/or reasoning**: Refocus on the fact that writing **is** thinking. Writing is a way for students to process material and explore ideas. Try to stimulate thinking through activities that focus on critical thinking and reasoning.
- **Assess the process, not only the product**: Collect outlines and drafts. Ask students to "show their workings". Often there is more emphasis on the end product, when the process is where the real, deep learning occurs. Provide feedback on those artifacts, then collect them again with the final product, thus building a portfolio of learning.
- **Arrange peer reviews and discussions**: Provide different opportunities for students to present and discuss their writing. Facilitate peer reviews with discussions. Or ask students to write a personal reflection about the writing process.
- **Use oral presentations**: Ask students to discuss their work orally via an in-person presentation or video submission in addition to a written submission.

The use of GAI tools also provides lecturers with an opportunity to rethink or revise their assessment strategies. The figure below provides examples of opportunities to adapt assessment types, based on how GAI can provide "reasonable responses" for those assessments (Monash University, 2023):

Difficulty level	Assessment type	Explanation of use
Easy	**MCQ quizzes and questions involving recall**	Generative AI can easily provide output to factoid or low-level questions, especially on widely taught topics.
Easy	**Generic short written assignments**	Generative AI can produce convincing essays and poems. For example, "Write a 1000-word essay on supply versus demand".
Medium	**Scaffolded submissions**	Creating a scaffolded assignment allows students to build on their previous work and feedback. Include pre-writing and drafting in the assignment process. Verifiable sources and citations should be required
Medium	**Personalised or context-based assessment**	Encourage personalisation where students are asked to draw on personal experiences. Ask students to write to a particular audience whose knowledge and values must be considered amplifying their student voice. Ask questions that would require them to give a response that draws from concepts that were done in class, in a lab, field trip or real-life experiences in their contexts.
Hard	**Projects**	Projects involving real-world applications give students the opportunity for meaningful learning experiences.
Hard	**Oral tests / exam with Q&A / panels or discussions**	Synchronous oral assessment allows checking a student's understanding of their submitted work and gives the opportunity to interrogate their submission with follow up questions and discussion. While time intensive for larger classes, some have found ways to use these strategies.

A GAI checklist may assist when designing or redesigning assessments. No assignment can be made completely "AI-proof", but clear communication and planning may reduce the likelihood that students could use GAI tools inappropriately. The following table provides such a checklist (Adapted from Turnitin, 2023a; 2023b):

Criteria	
Does the assignment brief make explicit your institutional and course's academic misconduct policy and academic integrity framework, especially regarding the use of GAI tools?	
Does the assignment brief communicate the acceptable and unacceptable limits of using GAI tools for the student response?	
Does the assignment brief require critical thinking or reasoning? Does the assignment encourage/require the student's own "voice"?	
Does the assignment brief require the student to incorporate personal stories and/or authentic situations?	
Does the assignment brief require a list of verifiable sources and/or citations? Are students asked to include a reflection or rationale for their approach to the assignment solutions?	
Consider the use of cumulative assessments. Have you instituted checkpoints to review outlines or drafts throughout the course, rather than focusing on a final submission only?	

Have you included time for peer reviews of and/or discussions about learning activities throughout the course or assignment?	
Have you run the assessment brief through a GAI tool or tools?	

3. Using GAI Tools in Assessing Student Learning

Lodge et al. (2023) provide examples of how higher education assessments can change to reflect a world where students can engage with GAI tools:

1. **Focus on appropriate and authentic engagement with GAI**

Assessment should encourage students to critically analyse GAI's role in, and value for, work and study, aligned with disciplinary or professional values. Assessment activities should be designed to foster responsible and ethical use of GAI in ways that are authentic to both the activity and the discipline. Such engagement should be supported through explicit teaching across a programme and aligned with the programme learning outcomes.

> **Assessment Example**: A Bachelor of Commerce sets a digital mastery outcome for its graduates and designs a marketing course on developing appropriate disciplinary capabilities with respect to GAI. Assessment includes an activity creating appropriate GAI prompts and an oral presentation on the ethical and legal pitfalls of using large language models based on this activity.

2. **Focus on a systemic approach to programme assessment aligned to the discipline**

Assessment design considerations should span a whole programme, rather than be applied only at a course or unit level. Assessment then allows for multiple methods, integrated activities, and meaningful feedback/dialogue between educators and students to support judgements about progress and attainment.

> **Assessment Example**: A physiotherapy degree maps out all its assessments to a series of clear graduate learning outcomes, that are supported by many small, graded activities, including written pieces, engagement with clinical technologies including GAI, observed clinical skills, interactive orals, and supervisor reports on clinical placements. These activities are collected, collated, and analysed periodically using a portfolio to monitor attainment and progress towards a decision point.

3. **Focus on the process of learning**

Evidencing the process of learning over time and in context can support a better understanding of learners' sense-making processes, what they ultimately know and can do. Learning activities should provide opportunities to reveal thinking and other qualities embodied in learning outcomes. Assessment activities should provide opportunities for feedback on the products of student work (e.g. an essay, an industry brief, or a video

submission) that reflect critical thinking, judgement, decision-making, including ethical decision-making, and reflection on the process. These are components of the process that GAI is less able to simulate.

> **Assessment Example**: In a postgraduate law course, students undertake an essay arguing a position on a legal issue that iteratively builds on feedback from different sources: peers, self, lecturer, and GAI. The explicit inclusion of GAI requires students to distinguish between the credibility of the sources and to provide a specific rationale for their choices. The assessable product focuses on responding to this feedback and gathering evidence of the development of their judgement when forming a legal argument.

4. **Focus on students learning to work appropriately with each other and GAI**

Assessment designs and judgements of student achievement should provide the opportunity for good quality collaborative work. This would include an articulation of, and design for, the acceptable ways students work with each other and GAI. Students working one-to-one with GAI is not the only way in which these technologies can be used.

> **Assessment Example**: In a journalism course, the assignment brief articulates that a group of students can use GAI to help with drafting the written response to the brief, but the group must explain what prompts were used, what ideas were generated and how the group then collaboratively shaped the contribution of the tools used.

5. **Focus on security at meaningful points to inform decisions about progression and completion**

There may be a need to understand and evidence what students are capable of without GAI. Rather than attempting to secure every assessment activity against the use of GAI, identify the key or critical assessment moments and ensure those are secure. These assessment moments are likely to be related to programme-level learning outcomes and are important either to the student's journey through the course, or to judging programme completion.

> **Assessment Example**: A Bachelor of Computer Science programme identifies the capstone project as a key moment for assuring learning for the degree. To secure the project, academics meet with students across the course and engage in interactive code reviews. To resource this change, the exam is removed from the first-year introductory course, which is now 100% within-semester assessment.

4. Misuse and Detection of GAI

A general concern is that students are using GAI tools to complete assessments without acknowledgement. In response, GAI detection tools have been developed to identify plagiarism with varied accuracy and effectiveness, such as Copyleaks, and Turnitin. It is

important to note that there is risk of falsely accusing students of plagiarism because detection errors remain high across these tools. These tools are frequently unreliable (Lodge, 2024). The use of an AI detector is strongly discouraged at this point in time:

Wits ICT switched off the AI detector in Turnitin for the entire Wits community in July 2023. This was done as experience showed that it was not as accurate as Turnitin claimed it was, with reports of human-generated text being falsely flagged as AI-generated and AI-generated text not being flagged as such. Text (whether human- or AI-generated) that has been revised using a paraphrasing tool presents further challenges to accurate detection. Given that the Turnitin AI-detector report is not available to students and that the AI-detector report cannot be interrogated or used for evidence of misconduct (as per Turnitin's own recommendation), the decision was taken to turn this feature off for Wits. As GAI and tools related to its detection evolve, we will work to monitor developments and update staff accordingly.

If you suspect that a student may have used an AI-generated text tool and it has been expressly stated in your course outline or assessment instructions that this is not permitted, Garratt-Smithson (2023) recommends:

1. **Use the Turnitin similarity checker in conjunction with other indicators** – The standard Turnitin report can identify red flags for further investigation such as the use of text from other sources.

2. **Use an AI detector tool:** Please use cautiously as any AI detector tool is not 100% accurate, it can mistake human generated text as AI generated and vice versa. Thus it cannot be used as sole evidence of any wrongdoing. Note that the Turnitin AI detector has been turned off at Wits.

3. **Check the facts and sources** – GAI can produce plausible falsehoods and citations. The text may sound reasonable but includes some made-up "facts" or hallucinations. If you spot something that seems a bit off, check to see if it is a plausible falsehood. Similarly, fake citations can seem plausible at first sight, e.g. real authors and real journals, but the article is not real. Check these sources.

4. **Check level of detail and writing style** – GAI tends towards overly-generic output, e.g., using abstract terms. Is the essay or report written in generalities or does it include concrete examples in enough detail to support the conclusion that a student wrote it? Does the writing style seem similar to other work written by the student? Look at previous examples of the student work. Or does the writing style seem similar across the whole report? A lack of detail or different writing styles is not conclusive evidence that the student used a GAI tool, but it can be a red flag in combination with other factors.

5. **Hold an interview to determine authenticity** – If you see strong indications of unacceptable academic practice, an interview or panel where the student is asked questions about their assessment may be a way to get conclusive evidence. This approach may not be feasible at scale for large classes.

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