

Guidance for students on using GenAI tools for assessments All programmes

Generative Artificial Intelligence (GenAI including ChatGPT, Scribe, Jasper, and others) tools have developed significantly over the past months and keep evolving, providing a useful reference resource for your learning and life in general. In line with the Russell Group Principles for use of GenAI (https://russellgroup.ac.uk/media/6137/rg_ai_principles-final.pdf) and the College's Guidance (<https://www.imperial.ac.uk/about/leadership-and-strategy/provost/vice-provost-education/generative-ai-tools-guidance/>), we encourage you to explore how you can use them to discover additional information and develop learning areas that interest you.

It is extremely important you are aware of the potential consequences of any misuse of GenAI. The College has developed updated policies to protect academic integrity and standards, as well as providing students with the opportunity to explore these tools. In case of doubt, talk to your module lead and the programme team as well as other members of the Imperial community about how they are making use of tools in their research and lives.

What is good use of GenAI?

To safely use GenAI tools to enhance your learning experience, it is essential to explore their capabilities, limitations, and risks. These tools can assist you in multiple ways, such as suggesting ideas for further research in specific situations or businesses, pinpointing valuable readings to delve deeper into a particular topic, offering alternative explanations of a complex concept or summarising a document that you provide it with. All of these are research approaches like the traditional research methods involving libraries and the internet, but GenAI tools can potentially streamline your search and increase productivity.

It is worth noting that some of these Gen AI tools are relatively new and vary in terms of what information they access to provide a response to your prompt. Therefore, it is crucial to critically evaluate the response they provide. Verify the credibility of any references they may suggest, ensure they are up-to-date and assess their relevance. Trying out different prompts to similar queries and becoming familiar with prompt engineering approaches may help you. If the tool does not access information after a particular date, take responsibility for finding more recent evidence in other ways.

As with any other search, the final responsibility of critically analysing the information you receive is yours. Always keep in mind that these tools serve as a supplementary source for your work. You should also be aware that many GenAI tools eventually use any information you input into them to further train their capabilities [i.e., the underpinning Large Language Model (LLM)], so do not input data or personal information that you do not want to be in the public domain.

If your module lead grants explicit permission to use GenAI to produce an assessed piece of work make sure you understand how it can, and cannot, be used. Do not hesitate to seek clarification from your module lead if you have any doubt. Furthermore, strictly adhere to all instructions provided by the module regarding how to acknowledge and reference the use you made of the tool(s) in your original work. Each module lead will have their own approach to the use of GenAI. Permission to use GenAI on one piece of assessment does not mean

permission to use GenAI on all assessments, within or across modules. You need to check what you are permitted to do on each piece of assessment.

How Gen AI should not be used.

You must be extremely cautious using these tools to create a piece of assessed work. Please carefully read the assessment specifications as outlined by the module leader.

Unless your module lead explicitly allows you to use GenAI on an assessment, you are not permitted to submit any assessed work that has been produced in full or in part using GenAI tools. You cannot ask GenAI to write an answer to an assessment question for you. This includes for example, giving it prompts to structure your work. Under college guidance you can ask it to check the quality of your writing, but you do need to make sure it is your writing and the GenAI tool is doing a similar job to a grammar or spellchecker.

Using GenAI tools to help produce your submitted work in any way may be considered a breach of academic integrity, triggering therefore the relevant College procedure. You can use it to research a topic, taking responsibility to critically sense check information it provides you with, but you are solely responsible for creating the piece of work that is submitted. This piece of work is expected to bring together your research from a range of sources and your own ideas, into your critical analysis of the question. This applies whether the assessment is a quiz, a report, a presentation, or some other format.

The best way to think about this is to understand that your academic work should unequivocally reflect your own efforts and abilities and you should clearly be the sole author. You are not permitted, under the College's Academic Misconduct Rules to ask another human to produce, or co-produce, an assessed piece of work on your behalf (see Academic Misconduct Policy & Procedures found under the Academic Integrity tab found here <https://www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/>). This principle applies identically to the use of GenAI tools – you are not permitted to request GenAI to create, produce, or co-produce, any assessed piece of work. Engaging in such practices would constitute plagiarism and/or dishonest practice as it would involve asking the AI to impersonate you, either wholly or in part.

Utilizing GenAI tools to assist in creating an assessed piece of work constitutes a grave breach of academic conduct and is treated very seriously by Imperial College. There are many indicators and automated tools to identify the inappropriate use of GenAI tools, including unreliable reference lists, the inclusion of plagiarised text sources from the internet, the inclusion of 'hallucinations' (i.e., information that seems real/plausible but is not), the lack of relevance to the academic content of a module and/or the absence/paucity of original ideas.

Academic Misconduct Policy and Procedure

In instances where there is suspicion that GenAI tools may have been improperly employed by a student in the creation of an assessed piece of work (for which the use of GenAI tools has not been explicitly approved by the relevant module lead), this will be treated in accordance with the College's Academic Misconduct Policy and Procedures. This means that an investigation will be instigated, which is a fact-finding process to establish the relevant evidence and circumstances of the case. The process may involve reviewing supporting records or documentation as well as holding a viva voce (oral examination) of the

student(s) under suspicion of misconduct. Normally, this viva voce will be conducted in the presence of the module lead and a member of the Education Quality team, who will observe as the student explains the output and methodology behind the submitted work. This serves as an opportunity for the student to provide evidence demonstrating the authenticity of their work.

Should this viva voce fail to address doubts and if there remains substantial concern that GenAI tools may have been inappropriately utilized, the case may escalate to a major level offense of plagiarism and will be referred to a College Academic Misconduct Panel for further investigation.

All cases of potential misconduct will be rigorously pursued in accordance with the procedures outlined in the Imperial College Academic Misconduct Policy and Procedure. Deliberately opting to employ GenAI to assist in producing an assessed piece of work is considered a grave offense, and punitive penalties are likely to be imposed. If the concern pertains to a piece of assessed group work, these procedures will be applied to the entire student group collectively.

As we are all new to education in a world of GenAI, you should also be aware that a module lead may choose to carry out random 'authenticity interviews' relating to any submitted assessment. This means asking randomly selected students to attend an oral examination to explain their work and how they approached its creation to ensure its authenticity. Normally, this interview will be conducted in the presence of the module lead and a member of the Education Quality team. If the random interviews results in the module lead being concerned about the authenticity of the assessment, they will agree next steps in line with the Imperial College Academic Misconduct Policy and Procedures with the Education Quality team.