GBS Malta

Good Academic Practice and the Use of Artificial Intelligence (AI)

Contents

1. Good Academic Practice and Academic Misconduct

1.1 All students are required to demonstrate good academic practice through academic integrity when producing assessed work. The principle of academic integrity underlies good academic practice where you are expected to demonstrate your learning through the production of assessments that are your own work. Academic integrity means that students should submit summative assessed work that is honest, ethical and respects to work of others. This ensures that student assessment is fair and reflects student's own work.

Generative Artificial Intelligence (AI) through the use of Apps such as ChatGPT and Gemini for written text and Midjourney and Dall-E for images offer a number of ways in which students can support their learning and/or work creatively.

1.2 Over-reliance on AI through the use of these and other similar tools may demonstrate poor academic practice which may result in academic misconduct.

1.3 GBS Malta advises students **not to use AI** to generate summative assessments for submission to meet module assessment requirements unless students have been explicitly and clearly told by their teacher that they may or must do so. (See 2.4 and 2.5 below).

1.4 As a general rule, students are advised **not to use AI** to generate text or images for assessments and if used extensively may be treated as academic misconduct. (See 2.4 and 1.6 below).

1.5 Students are encouraged to limit AI-generated content copying to 5-8 words at *a time; should they exceed this limit, proper referencing akin to other resources is required.*

1.6 The use of AI can constitute academic misconduct in a number of different ways:

- Plagiarism since material from an unidentified or properly referenced source is being used
- Commissioning is where work produced by another person or sources is being used. In the context of AI, the company who owns the AI software
- Fabrication is where the AI app creates or makes up the material being used in assessed work.

- Where a piece of assessed work is created, in full or part, using generative AI and represented as a student's own work will be regarded as contract cheating in the same way as commissioning a third party to produce the piece of assessed work.

1.7 By submitting a piece of assessed work for summative assessment, GBS Malta assumes that you are representing the work as your own and not the product of generative AI use. When submitting summative assessed work students are required to confirm that it is their own work and provide a signature to confirm this.

1.8 GBS Malta requires all students to submit their summative assessed work through Turnitin. Evidence of AI in a piece of assessed work reported through Turnitin at or above 20% will be considered and evaluated by the tutor to determine whether or not academic misconduct has taken place. In such cases the GBS Malta Academic Misconduct Policy and Procedure will be used and followed.

1.9 The Turnitin similarity report that is produced for assessed work submissions has embedded within it any use of generative AI. This detects and reports on the percentage of AI in a submitted piece of student coursework. Evidence of AI in a piece of assessed work reported through Turnitin at or above 20% will be considered and evaluated by the tutor to determine whether or not academic misconduct has taken place. In such cases the GBS Malta Academic Misconduct Policy and Procedure will be used and followed.

1.10 Where academic misconduct is suspected, through Turnitin or other means, with the use of generative AI it will be treated in the same way as other forms of academic misconduct. GBS Malta's policy and procedure for dealing with cases of suspected academic misconduct will be used. See https://gbs.edu.mt/media/aeqkqvs5/gbs-he-malta-limited-academic-good-practice-and-academic-misconduct-policy-v10-rm-vfinal.pdf.

2. Use of Artificial Intelligence in Assessed Work

2.1 GBS Malta's approach to the use of generative AI technologies by students to support learning and assessed work requires openness and transparency by acknowledging both how it has been used and why it has been used. As with the use of published sources (journal articles, books, online material, for example, Wikipedia) good academic practice requires students to ensure that **all** sources used in the assessed work are acknowledged both within the text and in the reference section at the end of the assessment. The same principle should be applied to the use of generative AI.

2.2 GBS Malta recognises that the use generative AI applications by students in specific aspects of learning may be useful. This includes:

- To aid in the understanding of course material
- Helping to structure or organise existing work
- Spelling and grammar checks
- Creating prompts for image making
- Obtaining a quick overview of a topic using, for example, ChatGPT or Gemini
- As a research tool similar to the use of the internet
- Summarising a longer published document
- To create ideas
- To generate key words for online searches.

2.3 Higher education institutions have adopted a number of ways to acknowledge or cite the use of AI tools in student assessed work. The important requirement that where a student uses a generative AI tool that in their assessment that it is acknowledged in some way.

2.4 **GBS Malta may allow up to a maximum of 20% of text[1], etc, produced by generative AI. It is for the tutor marking a student's assessed work to make a judgement concerning what may be allowed and what constitutes potential academic misconduct.**

2.5 *Good academic practice would be demonstrated through not using generative AI in student assessed work.*

3. How to Avoid Academic Misconduct Using AI

3.1 The following guidelines are provided to help students ensure that they do not engage with academic misconduct in relation to the use of generative AI:

(i)   Avoid incorporation of any material produced using generative AI in assessed work
(ii)   Where material produced using generative AI, either text or images, acknowledge in both the text and reference section at the end stating which generative AI app/website was used and clearly show in the main body of the assessment what has been generated in this way. Note that incorporation of large chunks of material using generative AI should be avoided since it is the students own work that is marked not that which is produced by AI.
(iii)   Keep records of any draft notes or work so that teachers can see this if required
(iv)   Do not use generative AI to correct/check assessed work prior to submission. Use of generative AI in this way increases the risk that a student's work may be viewed as produced by the use of AI.
(v)   Students are advised to refrain from using paraphrasing tools such as QuillBot, particularly when working with AI-generated text, to uphold academic integrity and originality.

3.2. Acknowledging use of any generative AI tools in assessed work must be provided in the text and the reference section. There is no universally accepted way of doing this at present. A short statement at the beginning or end of the reference section could be as follows:

- List all generative AI tools/apps used
- Provide a short explanation of what each tool/app was used for and where it occurs in the main text (for example, to improve clarity of writing, to aid understanding of a theory/concept, topic or course materials to produce new ideas or plan the assessed work, to check fact, analyse data)

3.3 Use of one or more of the following sentences may be helpful to include in the reference section:

- I acknowledge the use of *<insert name(s) and url>* to generate information for background research and at the drafting stage of the writing process with the creation of an outline structure for this essay.
- I acknowledge the use of *<insert name(s) and url>* to identify improvements in the writing style.
- I acknowledge the use of *<insert name(s) and url>* as an information source to generate materials that were included within my final assessment in my own words.

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[1] *Turnitin produces a reliable assessment of the percentage of AI used in a piece of work at 20% and above.*

- I acknowledge the use of *<insert name(s) and url>* to create the images included in this presentation.
- No content generated by AI technologies has been presented as my own work.

3.4 If in doubt ask teachers for further guidance.

4. Misuse of AI

4.1 A student may be asked to attend a meeting with their tutor if there is a suspicion that work submitted for assessment includes unacknowledged of forbidden AI-generated contributions. Where there is a serious mismatch between the quality of the assessed work submitted and the performance of the student in discussion of their assessed work with their teacher academic misconduct may be considered to have taken place. The student's assessed work will then be dealt with using GBS Malta's academic misconduct policy and procedure (https://gbs.edu.mt/media/aeqkqvs5/gbs-he-malta-limited-academic-good-practice-and-academic-misconduct-policy-v10-rm-vfinal.pdf.)

4.2 Where it is determined that the use of AI has been shown to constitute academic misconduct penalties will be applied. These are set out in the academic misconduct policy.

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