Generative Artificial Intelligence (GenAI) Assessment Guidelines

for Academic Staff – November 2023

INTRODUCTION

Generative AI (GenAI) can be one of many powerful tools in teaching and learning (NAIN, 2023). IADT is currently developing the Academic Integrity Policy, and consideration of GenAI will be included in this forthcoming document. These guidelines are available now for all academic teams.

IADT embraces innovation in supporting emerging technologies, recognising their potential to enhance the teaching and learning experience of our staff and learners.

The purpose of these guidelines is to support academic staff within programme teams in assessment consideration of GenAI.

'AI breakthroughs are already changing the way we work and its crucial students get the new skills they need to build a fulfilling career.' Tim Bradshaw, Russell Group 2023

DEFINITION

Generative Artificial Intelligence (GenAI) refers to a category of artificial intelligence tools that involve systems that can create original content, including text, images, audio, video, or other data. GenAI models are based on generative algorithms and can generate diverse outputs. In the context of Higher Education, consideration of these tools is recommended.

USE OF GENAI ON ASSESSABLE CONTENT

GenAI can be used effectively in assessment practice, particularly formative assessment to support critical thinking with students. Programme Teams may decide how GenAI may/may not be integrated into assessment tasks and classroom management. These tools can have valuable pedagogical uses, with considerations:

- **Clear and explicit instructions**: if you and your team have decided that students may use GenAI for assessable content, be specific which tools and how these may be used.
    - If the assessment specifically allows for the use of Generative AI tools, students are required to cite the tool's contribution to their work.
    - Students must assess the validity and applicability of any generative AI output that is submitted.

- **Equality considerations**: for example, many text-based GenAI tools are free, but most image generators are already behind pay walls. If your assessment practice includes the use of GenAI, ensure all students have access to the identified tools,
- **Ethical considerations**: for example, it is important to note that any information used as a prompt for GenAI will become part of the data set, and the user will not have control over how this data is used,
- **Validity considerations**: GenAI is not always accurate, and it is up to the student to verify the information before including (regardless of citation) in submitted work – **students should be able to critique GenAI outputs**.

COMMUNICATION TO STUDENTS

Academics should communicate the use/non-use of GenAI in assessable content through the assessment brief, in writing, to all students. Penalties for misuse should also be discussed. Encourage your students to evidence their **process** throughout their work, regardless of the output or product.

FURTHER RESOURCES AND GUIDANCE

- NAIN (2023) *Generative Artificial Intelligence: Guidelines for Educators* https://www.qqi.ie/sites/default/files/2023-09/NAIN%20Generative%20AI%20Guidelines%20for%20Educators%202023.pdf
- Join the conversation: Generative AI in Higher Education (IADT TEAM): GenAI in HE Team
- 'AI MATE': Assessing your comfort with GenAI in the classroom – a tool for Lecturers (developed by SETU, with permissions as an open resource): https://360.articulate.com/review/content/4c0e4f88-0c40-434b-8854-3c71736583d9/review
- Russell Group AI Principles: https://russellgroup.ac.uk/media/6137/rg_ai_principles-final.pdf

CONSIDERED MONITORING AND REVIEW

These guidelines will be reviewed, and any feedback may be incorporated into the pending Academic Integrity Policy. Generative AI is constantly evolving.

FEEDBACK

Please send feedback from your programme teams to the Teaching and Learning Committee through your committee representative, or to rebecca.roper@iadt.ie.

END