USE OF ARTIFICIAL INTELLIGENCE IN ASSESSMENT POLICY

Section	Academic
Contact	Office of the Provost
Last Review	February 2023
Next Review	February 2026
Approval	AB23-03
Effective from	24 February 2023

Purpose:

To provide guidance to students and staff of Massey University Te Kunenga ki Pūrehuroa regarding the use of generative artificial intelligence software (e.g. ChatGPT, QuillBot, Google Translate or another machine generated writing service) in the assessment of students' academic work, and to clarify the use of artificial intelligence in relation to the Massey University Assessment Handbook and the *Student Academic Integrity Policy*.

To strike a balance between embracing ethical and responsible use of technology, including the use of artificial intelligence, in teaching and learning, and ensuring academic integrity is upheld as a foundational value of all academic work at the University, including learning, teaching and research.

Policy:

Assessment is an integral component of a coherent educational experience and is central to the overall quality of teaching and learning. The *Massey University Assessment Handbook* sets out a general approach to the purpose, objectives, and nature of assessments, and provides a basis for the design, development, and deployment of resources to support assessment of learning (summative assessment) and assessment for learning (formative assessment).

The *Massey University Assessment Handbook* identifies assessment as having two key purposes:
- to provide students with the opportunity to work towards achieving the learning outcomes of their course of study; and
- to verify whether the student has met those learning outcomes.

In considering the role that artificial intelligence tools and other third-party assistance may have within the assessment process, a key principle is to ensure that these two purposes are maintained.

On the basis that artificial intelligence tools are becoming increasingly commonplace both within and beyond the university, including workplaces, staff are encouraged to integrate the use of artificial intelligence into their teaching and learning, and provide students with clear guidelines on the ethical and appropriate use of artificial intelligence in their learning experiences.

As artificial intelligence tools and technologies become more sophisticated, it is important for staff and students to know how artificial intelligence may be used ethically and responsibly in academic study, to maintain and uphold academic integrity. This policy is based on the principle that artificial intelligence should be embraced and not prohibited, but that this must be done carefully and thoughtfully to ensure that academic integrity and assessment standards are upheld, and that the two purposes of assessment, as outlined in the *Massey University Assessment Handbook*, are maintained.

Students must always act in accordance with the principles of academic integrity in their learning and

research and must therefore be familiar with the expectations of assessment. This includes requirements such as submitting their own original work which properly acknowledges the ideas, designs, words or works of other persons or sources (including those generated by means of artificial intelligence).

In line with the purposes of assessment as outlined in the *Massey University Assessment Handbook* and the ethical principles stated in the *Student Academic Integrity Policy*, artificial intelligence tools and other third-party assistance may be appropriately used as part of the formative process of information gathering and idea generation.

Examples of when it could be appropriate to use artificial intelligence tools or third-party assistance include, for example:

- Developing initial ideas for the purposes of critical examination.
- Generating practice questions and summaries as part of revision and preparation for assessment, without submitting these as a student's own work.
- Checking the meaning of key terms.
- Using artificial intelligence tools and technology to improve their skills.
- When students are expressly allowed to use artificial intelligence tools and technology as part of their learning for a specific assessment, and only to the extent to which it has been allowed.

In line with the purposes of assessment as outlined in the *Massey University Assessment Handbook* and the ethical principles stated in the *Student Academic Integrity Policy*, unless explicitly directed otherwise in the applicable assessment criteria, artificial intelligence tools and other third-party assistance may not be used to generate summative assessment tasks which are then uncritically submitted as the students' own work. This includes work completed for a student by a peer, family member, or friend or which has been produced, commercially or otherwise, by a third party (e.g., often known as contract cheating or ghost writing).

Students may only use artificial intelligence in the process of generating work for assessment when and to the extent that it has been explicitly allowed in the relevant assessment criteria for that assessment, and must, in such cases, clearly and comprehensively disclose and acknowledge the extent of their use of artificial intelligence.

Artificial intelligence tools and technologies may not be used for any assessment where the assessment criteria specifies that generative artificial intelligence tools and technologies may not be used (e.g., text generating, image generating, translators).

The inappropriate use of artificial intelligence in any assessment may constitute a breach of academic integrity, as set out in the *Student Academic Integrity Policy*, *Code of Responsible Research Conduct*, or other Massey University Policy dealing with academic integrity.

Students may be expected to provide evidence of their assessment work in relation to any learning outcome. This may include a declaration by the student regarding the use of artificial intelligence tools or technology in any work submitted for assessment.

Definitions:

Academic integrity: a guiding principle of academic life, which refers to acting with honesty, responsibility and openness in all academic activity, outputs, and relations with others.

Artificial intelligence: the simulation of human intelligence processed by machines or computer systems. It includes the ability of a computer, or a robot or software controlled by a computer, to do tasks that are usually done by humans because they require human intelligence and discernment, such as the ability to reason, discover meaning, generalize, or learn from past experiences.

Assessment: the process of judging how effectively learning is occurring through a process generating and collecting evidence of a student's attainment of knowledge and skills and comparing that evidence against the assessment criteria.

Assessment criteria: statements that describe how student performance in relation to the stated learning outcomes will be recognised.

Evidence: materials provided by a student as proof of their competence against specific learning outcomes.

Learning outcomes: statements of the knowledge, skills, and attitudes that students are expected to demonstrate as a result of successfully completing a course of learning. Learning outcomes are usually stated in terms of observable and/or measurable behaviour.

Audience:

All staff and students

Relevant legislation:

None

Legal compliance:

None

Related policies and procedures:

Massey University Assessment Handbook
Code of Responsible Research Conduct
Procedures for the Management of Student Breaches of Academic Integrity
Student Academic Integrity Policy
Student Disciplinary Regulations

Document Management Control:

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