Assessment Regulations

6.5 AI in Learner Assessment Policy

6.5.1 Background

Advances in AI are transforming higher education activities and practices. Since the arrival of ChatGPT in November 2022, which brought an increased public awareness of generative AI and its capabilities, limitations, risks and challenges, the use of AI assistance or AI generated content is increasingly commonplace across higher education activities, impacting all disciplines – e.g. business, computing, engineering, media and the creative arts.

Since 2023, Griffith College has developed a range of policies, procedures, guidelines and support resources to guide programme teams in their understanding, use and accommodation of AI resources. Links to the College's current policies are provided below, informed by the Generative AI Guidelines for Educators developed by NAIN – Ireland's National Academic Integrity Network.

Academic teaching teams may find the identification of non-original learner submissions challenging. This has only become more complex with the impact AI is having on learner behaviour. The diversity of assessment design, the increased use of multi-step assessment, as well as the consideration of declaring specific use of AI are some of the tools available that can address this. The College's existing policies on the Control Principles for Academic Use of AI and Academic Misconduct Policy will continue to apply.

6.5.2 Scope

The purpose of this policy is:

- To outline Griffith College's responsibilities to staff, learners and graduates
- To outline the AI Assessment Scale (AI AS) framework in respect of the College's Acceptable Use of AI

6.5.3 Griffith College's Responsibilities

Griffith College has specific responsibilities to staff, learners and graduates. These include ensuring:

i The currency and relevance of the College's programmes; and that the teaching, learning and assessment methods prepare graduates appropriately for related careers. For example, if AI is already being adopted and used in industry for specific purposes, it is essential that graduates are prepared to use the related AI resources.

ii That staff and learners are informed, knowledgeable and competent. This includes knowledge and skills about the availability, ethical use, and capabilities of emerging AI applications for academic consideration. AI use has consequences for bias/transparency, environmental threats, data privacy risk, Intellectual Property (IP) and copyright infringement.

iii The protection of academic integrity and the qualifications awarded to graduates, so that they are awarded on the basis of the learners' own developed knowledge, skills and competences.

iv That academic staff can make informed decisions about the suitability of AI use for academic purposes and assessment. In order to deliver relevant, quality education for learners, academic staff must consider the impact AI has or could have, whether positive or negative, on programme and module related learning outcomes.

6.5.4 Artificial Intelligence Assessment Scale (AI AS) Framework[7]

Listed below are the various categories of AI use available that may be chosen by a lecturer in advance to give learners clarity on what constitutes acceptable AI use in an assignment. ~~.~~Lecturers will indicate which category/categories on offer that apply to each assignment. Lecturers must chose or exclude each of the various categories without assuming use of the remaining categories. This allows for more flexibility in assessment design.

i An assignment brief must clearly state which categories of AI use are permitted.

ii All AI generated content and process must be declared.

iii Any category that is not listed as permitted may be assumed to be prohibited.

iv If it is determined that a learner has used an AI tool in any way that is not permitted by the identified categories on the specific assessment brief, then they will be subject to the disciplinary procedures listed in the Academic Misconduct procedure regarding the misuse of AI in assignments.

Please also see appendices at the end of this policy for relevant information to be provided to learners as context to AI use.*

No AI Use	The use of any AI tool (online or locally hosted) **is not permitted for any part of an assessment**. This includes closed book and time-bound examination settings.
AI for Planning	AI tools may be used at the **planning stage of an assignment**. All AI use must be declared. Learners must add an appendix showing the ideas, structures, and recommended research given by an AI. Acceptable use in this level is defined as: **Idea generation**: Using AI to generate suggestions on specific topics that could be included in their assessment. The learner would then have to research and create the assignment content without AI assistance. **Structure**: Asking AI to give an overview or to plan how to discuss the

[7] The description and scale provided here is a version of Perkins, M., Furze, L., Roe, J. and MacVaugh, J., 2024. The Artificial Intelligence Assessment Scale (AIAS): A framework for ethical integration of generative AI in educational assessment. Journal of University Teaching and Learning Practice, 21(06). It has been adapted for use in Griffith College. There is a link to the original article at the end of this policy.

	topic of the assignment (e.g. a short bullet point list). The learner would be required to take that list and expand it into a full assignment without further assistance from the AI. **Research**: Asking AI for references to appropriate sources that discuss the topic. Learners would then be required to evaluate those references. If any of the references are relevant to the assignment it should then be cited in the assignment work. AI summaries of any source is not permitted. **All AI use must be declared.**
AI for Editing	AI tools may be used to improve the written quality of an assignment. A learner who uses AI in this way would be required to cite how and where AI editing was use. Acceptable use in this level is defined as: **Synonyms to words and phrases**: Using AI for alternative suggestions for a word or phrase. A learner could also ask an AI if a word or phrase exists for a concept they are trying to communicate. **Grammar checking**: Asking AI to perform grammar checking on sentences or short paragraphs (< 200 words) and provide suggestions on how to update or change the content to better communicate the idea in said sentences or paragraphs. **All AI use must be declared.**
AI for Support Tasks	AI tools may be used to perform certain tasks in the assignment. The tasks that AI tools may be used for in this level may be considered menial, mechanical, or tedious, and not a direct contribution to a learning outcome. Learners are expected to clearly declare which tasks of their assignment have been AI generated. Examples of such tasks would be (but not limited to, as it varies from discipline to discipline): **Sample dataset generation**: Datasets for a given assignment may not exist, or exist in low sample count and/or poor quality versions. AI can be used to create sample datasets. If such a dataset is created it is clearly declared in the assignment. **Basic data analysis**: summaries and basic statistics of data for further analysis by the learner. **Template creation**: AI generates a visual organisation of how information would be presented. **Image annotation**: AI generates alternative text and captions to describe what images and visuals are depicting. **All AI use must be declared.**
AI for Collaboration	AI is used to **complete certain elements of the task (to express part of the learning outcomes), with learners providing discussion, analysis or commentary** on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. You will use AI to complete specified tasks in your assessment.

	All AI use must be declared.
Full AI Use	AI can be used for any and all parts of the assessment without restrictions and without critical analysis. **There is no example of assessment where this is allowed as it would not meet any learning outcomes.**

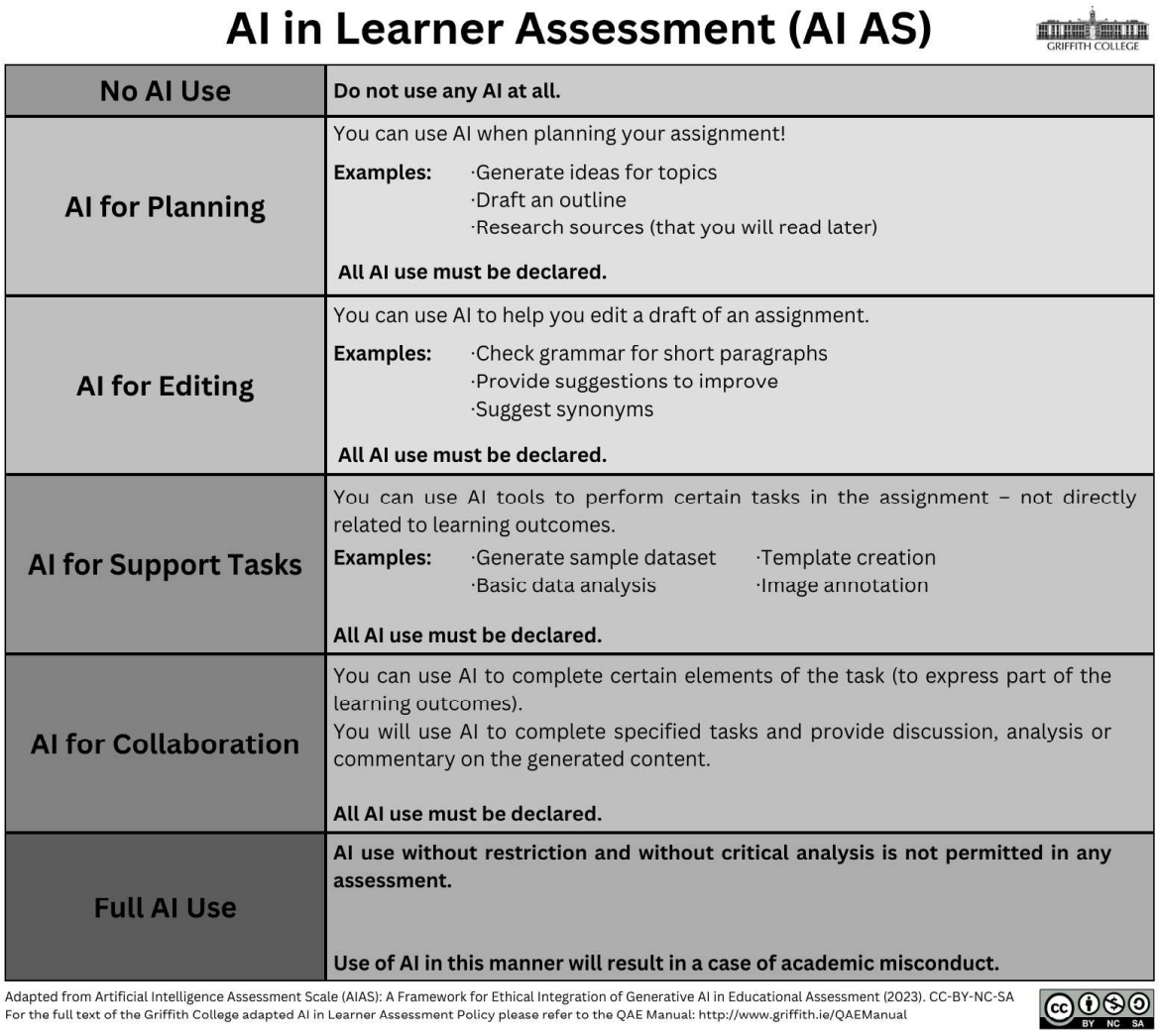

Figure 7: Visual of the AI permission options at assessment level

6.5.5 Specific Responsibilities

These responsibilities are shared by all staff and learners to different degrees of participation.

6.5.5.1 Griffith College Responsibilities

1. The college commits to increasing the resources available to its Teaching and Learning Department (TLD) and to Faculties / Programme Teams seeking advice on their discipline-specific decisions regarding the approval /prohibition of AI applications (if any) for use by learners / staff.

2. The College will continually consult with staff, learners and industry/employment representatives to understand the priorities and impact of the use of AI in Higher Education and society.
3. The College, through APC as academic governance and oversight, prioritises an Academic Integrity culture, embedding it in all levels of the institution.
4. The College commits to ensuring the availability and maintenance of an AI Assessment Scale to inform learners regarding the extent (if any) to which AI can be used to inform or assist assessments.

6.5.5.2 Staff Responsibilities

1. Programme teams in conjunction with the College's Teaching and Learning Department will lead in deciding the parameters of permitted academic use of AI within their programme(s)/modules. This is informed by programme documents, programme and module learning outcomes, developments in their industry, and the changing expectations of both learners and employers in respect of graduates' required knowledge, skills and competences.
2. Programme teams and the Teaching and Learning Department must provide clarity, frequently and consistently, for staff and learners in relation to the spectrum of AI use and AI misuse in any given assessment, and in each associated assignment brief.
3. Faculties and programme teams will also be guided by the College's AI Assessment Scale (AI AS) framework to make informed choices about the agreed use or misuse of AI at the level of module-based assessments and communicate this to all learners and staff. In particular:
    3.1. In faculties where no use of AI is permitted, it must be made explicit to learners that any use of AI assistance or AI generated content by learners, will be reviewed in accordance with the College's prevailing academic misconduct policies.
    3.2. The AI AS level of each module is proposed by the Module Leader.
    3.3. The AI Assessment Scale (AI AS) Categories must be included in the Assignment brief.
    3.4. Where any categories other than "No AI Use" are being implemented at assignment level, the PD must be informed by the Module Leader and may request a review.
    3.5. In modules where the use of particular AI resource(s) by learners and staff are approved, the college's AI Assessment Scale (AI AS) framework will be made known to learners and staff and any use of such applications by learners in their summative assessments must be declared.
    3.6. Where faculties wish to restrict the use of AI to particular modules and the resulting assignments and not the entire programme, this should be made clear to learners by the lecturer of that module.

3.7. A faculty's or programme team's approach may be restricted by the requirements of an external PSRB (Professional Statutory Regulatory Body), for example in the case of ACCA (for exemptions), Law Society of Ireland, etc. In such cases, the Faculty and Programme teams may determine that the use of AI by learners in their assignments and assessments is strictly prohibited.

6.5.5.3 Learners

1. Learners must embrace Academic Integrity as a key element of their education path.
2. Learners will participate and engage in training and opportunities to better understand and apply AI ethically and academically.
3. Learners must make sure they understand the standard they are being held to. This includes making sure they understand the relevant AI Assessment Scale (AI AS) framework for each of their assessment briefs. It also includes understanding the consequences of allowed use and/or misuse of AI, including the Academic Misconduct procedure process in Griffith College.

6.5.5.4 Lecturers

1. Lecturers must embrace Academic Integrity as a key element of the education they are providing.
2. Lecturers will participate and engage in training and opportunities to better understand and apply AI ethically and academically.
3. Lecturers must communicate the standard that learners are being held to. This includes making sure that learners understand the relevant AI Assessment Scale (AI AS) framework for each of their assessment briefs. It also includes communicating the consequences of allowed use and/or misuse of AI, including the Academic Misconduct procedure in Griffith College.

6.5.6 Monitoring and Review

The implementation of this policy will be monitored and reported to Education, Learning and Development Group (subcommittee of APC) and Teaching and Learning Department.

This AI Assessment Scale (AI AS) framework policy will be reviewed at least annually and once an academic year.

The implementation and impact of AI and also of the AI Assessment Scale (AI AS) framework will be reviewed on an ongoing basis in order to inform annual reporting, best practice, identify training needs, and data-informed decisions.

6.5.7 Resources

Griffith College Specific Policies addressing AI

Control Principles for Academic Use of AI

Academic Integrity and Misconduct Policy

Other relevant Resources

NAIN Generative AI Guidelines for Educators 2023
NAIN Academic Integrity Guidelines 2021



This version of AI AS is based on Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment (2023)

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Appendix to Artificial Intelligence Assessment Scale (AIAS)

*Notes that lecturers should make learners aware of:
Learners should be made aware of and be mindful of the following whenever they are using AI tools:

- AI tools are known to hallucinate, they can provide false or misleading information. Should you use an AI tool you should check and verify the output to determine if it is correct
- AI tools are also known to return copyrighted material with certain prompts. This may inadvertently trigger a plagiarism check if you are not careful. It is advisable to keep the content the AI is assisting you with to a minimum at all times.
- AI use is a direct cause of GHG (Green House Gas) emissions. The more you use AI the more you'll directly contribute to global warming
- At no point should a learner take a direct action suggested by an AI without first considering the ethics and consequences of that action. An AI cannot be held accountable like a learner can.