Use of AI in Assessment Guidelines

Contents

1. Using Generative AI Tools in Assessments

ICMS encourages the positive contributions of generative artificial intelligence (AI) tools in learning and teaching. The *Use of Artificial Intelligence (AI) in Assessment Guidelines* hold the promise for enhancing educational practices, but also requires careful consideration and ethical implementation to ensure quality, accuracy, fairness and student privacy.

It is important to recognise the **limitations** and **risks** associated with generative AI applications. The generative AI tools must not be used for assessment purposes, **if it is explicitly prohibited** in the *Assessment Brief*.

ICMS endorses the use of approved AI tools that support learning, productivity, and skill development in line with the *AIED Framework*. Currently, these include generative AI tools integrated within Turnitin, Microsoft Office 365 (such as Copilot), and Moodle features where enabled. Students must only use AI tools that are explicitly permitted in their subject outlines or assessment instructions. For the review, approval, and evaluation of AI tools, please consult the Program Manager (PM) or the IT Department.

In instances where the use of generative AI tools is permitted, proper referencing and acknowledgement must be observed to maintain academic integrity and give credit to the appropriate sources.

These *Guidelines* aim to emphasise a human-centric approach that acknowledges the constraints of AI and underscores the pivotal role of human judgment. Additionally, these *Guidelines* address privacy and security concerns through the establishment of clear instructions. By adhering to these *Guidelines*, lecturers can effectively utilise AI to enhance assessment practices while upholding ethical standards and fostering student success.

These *Guidelines* are developed in accordance with:

- *Artificial Intelligence Policy*
- *AI in Education (AIED) Framework*
- *Academic Integrity Policy*
- *Academic Integrity Procedures*

1.1 Yes, you can!

When using publicly available, mass-market generative AI platforms (e.g., ChatGPT), confidential, personal, proprietary, or otherwise sensitive information must never be entered. Any use of AI must comply with ICMS data privacy, security, and ethical standards. Always follow the approved institutional tools and processes when handling student or organisational information (currently, these include generative AI tools integrated within Turnitin, Microsoft Office 365 (such as Copilot), and Moodle features where enabled). (See more details in Section 7: Equity and Accessibility).

The lecturers should also consider the explicit instructions on permitted and non-permitted uses of AI for generating videos, simulations, audio recordings, and visual content in assessments, such as:

- AI-generated video presentations (e.g., deepfake narration),
- Voice cloning and synthesis,
- Animated explainers or image-based storytelling.

Below are instances where the application of generative AI tools may be deemed appropriate and is designed into assessments (not limited to):

Table 1: Examples of Appropriate Use of AI Tools

Approved by lecturer	• If it is instructed in the assessment brief that the use of AI tool(s) is permitted or requested with appropriate acknowledgement;
For revision & learning	• If AI tool(s) are used to help generate practice quiz or exam questions for self-testing; • If AI tool(s) are used to create a summary of a topic being assessed, and the student uses the summary to practise critically evaluating its accuracy based on their knowledge of the subject; • If AI tool(s) are used to simulate realistic scenarios for student to practise knowledge of the subject and test hypothesis in controlled environments; • If AI tool(s) are used to generate synthetic data that closely resembles real-world data, for students to practise knowledge of the subjects when the access to large and diverse databases is limited or restricted; • If the student uses AI tool(s) alongside other study strategies to assist learning and revising the subject content; • If students use AI tool(s) to learn reflection skills. They reflect on inputs and outputs, annotate, and then develop their own work. • If students use AI tool(s) to learn evaluation for example if the output explains a concept step by step or produces an example essay, students then enhance the output by considering the order of steps and re-thinking the depth of their knowledge about the topic and/or critiquing and improving an essay.
For refining the writing	Subject to the guidelines set in the assessment rubrics, the student may have the option to utilise AI tool(s) to enhance writing or use it as a copyediting tool. It is important that the student uses AI generated output only to refine their writing and to make edits, such as for: • Grammar and spelling check; • Style and tone suggestions; • Clarity and coherence improvement; • Vocabulary suggestions; • Plagiarism detection; • Proofreading assistance; • Marking their own assessments using the rubrics;

If referenced and acknowledged	• If the AI generated material is appropriately acknowledged using APA Style 7th edition (See *Section 3* for details); • If any generated images, audio files and/or codes are used, the copyright details for the generator are checked and referenced appropriately;
For ELICOS students	• If the student uses AI tool(s) to generate writing prompts on various topics to help practise their writing skills and improve the use of vocabulary; • If the student interacts with chatbots that use AI to have conversations in English for the purpose of practising listening and speaking skills; • If the student uses the AI-based speech recognition tools to analyse and provide feedback on pronunciation to improve their spoken English skills; • If the student uses AI-driven text-to-speech tools to improve their listening skills by converting written English into spoken words, allowing for practice in comprehension and pronunciation; • If the student uses the AI tool(s) to analyse written texts and provide feedback on vocabulary usage, sentence structure, coherence, and other aspects of writing, aiding students in their writing development; • If the student uses AI tool(s) to administer language proficiency mock tests, providing objective evaluation and feedback on their English language abilities.

1.2 No, you can't!

AI tool(s) must not be used to create assessment answers if it is clearly instructed in the assessment brief that it is not permitted.

Here are a few examples of when it is not appropriate to use AI tool(s) (not limited to):

Table 2: Examples of inappropriate Use of AI tools

Not permitted or used in a way it is not allowed	• If the assessment brief explicitly states that the use of AI tool(s) is not allowed for a specific assessment, and a student disregards this instruction and still utilises it, it is considered academic misconduct;
Writing the assessments, code, or creating artwork	• If the student uses AI tool(s) to generate complete assessment answers or written content without proper acknowledgment or attribution; • If the student relies solely on AI tool(s) to write assessments, code, or create artwork bypasses the opportunity to develop critical thinking, problem-solving skills, and deep understanding of the subject matter; • If the AI-generated content misrepresents the student's actual abilities and skills;

	• If the use of AI tool(s) raises ethical concerns, such as deceptive practices, intellectual property violations, and dishonesty in academic and artistic contexts; • If the student's assessment is not a genuine reflection of one's own effort, understanding, and creativity;
Doing research for the assessments	• If the student uses AI-generated text (e.g., from ChatGPT) that contains fabricated, or made-up source material and references; • If the student uses AI tool(s) as a substitute for research database; • If the student uses AI tool(s) to complete research papers or content without proper acknowledgement of the original sources;
AI materials are not declared	• Just like any source, if the AI-generated material is used as part of the assessment, to inform the argument, or as an example, it needs to be acknowledged in-text and in the reference list, or through a declaration. • If not, it might be considered academic misconduct.
For ELICOS students	• Language translation: ELICOS students must not use the AI tool(s) to translate text from one language to another in the assessment; • Sentence completion: ELICOS students must not use the AI tool(s) to complete sentences or phrases in the assessment; • Text summarisation: ELICOS students must not use the AI tool(s) to summarise long texts, such as news articles or research papers in the assessment.

1.3 Artificial Intelligence and Academic Integrity

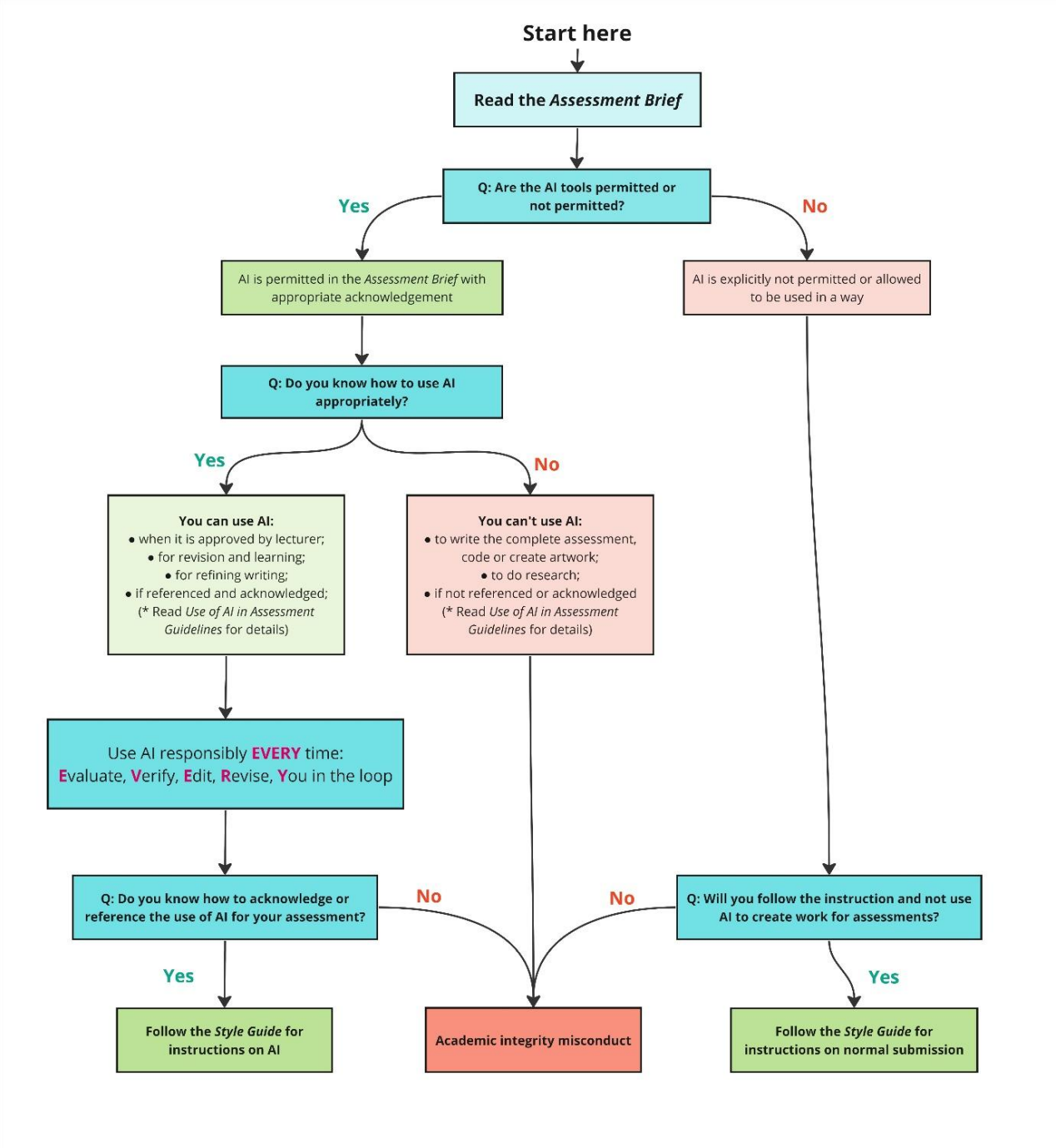
Inappropriate use of AI tools may lead to other breaches of academic integrity, including plagiarism, fabrication or falsification of content, collusion, contract cheating, or fraud etc. This misconduct may occur under the following circumstances:

- Using AI tool(s) in an assessment where the assessment brief has explicitly stated it cannot be used;
- Using AI tool(s) in a mode or with a tool when the assessment brief has explicitly restricted the AI usage in that mode or tool; and
- No acknowledgement of the use of AI tool(s) in the assessment.

Refer to the *Academic Integrity Policy* and *Academic Integrity Procedures* for details.

The flow chart below assists you to understand the referencing requirements when using AI tool(s) and how to avoid academic misconduct.

Figure 1: Flowchart Appropriate Use of AI



1.4 Detection of Inappropriate Use of AI in Assessments

Turnitin's AI Writing Detection Tool is authorised for detection of academic misconduct, with the caveat that it serves only as a flag for human investigation, not definitive proof of misconduct. Lecturers should treat the Turnitin detection reports as *screening indicators* only, not as definitive proof of misconduct, and should always cross-check results with other sources of evidence before initiating any allegation.

Triangulate Evidence for Suspected Misconduct

Where AI misuse is suspected, academic staff should collect multiple forms of evidence to support concerns, which may include (but not limited to):

- inconsistencies in student writing style, tone, or voice;
- fabricated, irrelevant, or unverifiable references;
- student inability to explain or reproduce their work in an interview;
- undeclared or unauthorised AI use in breach of assessment instructions (See Section 3 for details).

Ensure that all evidence is verifiable and aligned with principles of procedural fairness.

2. Assessment Categories

Lecturers should discuss with students how the institution expects them to use (or not use) AI tools in the subject. The extent of AI tools use may depend on whether the assessment is designed to:

1. **Assure learning**—ensuring students have mastered material and can apply knowledge and skills; or
2. **Develop AI skills**—integrating the use of AI tools as part of knowledge and skill development in assessment tasks.

Based on whether student learning can be verified, assessments are assigned a specific track:

2.1 Track 1— Secured/Supervised

In this track, the achievement of learning outcomes is verified in whole or in part through supervision or invigilation, usually face-to-face. The use of generative AI tools may or may not be permitted in this assessment track, depending on the nature of the assessment.

No, AI tools not permitted

If secured assessments do not permit the use of AI tool(s), they are designed to ensure that students have mastered the required skills and knowledge without AI assistance. These assessments are secured and may include tests/exams, in-person skill applications, or practical evaluations as described in the *Assessment Brief*.

If AI tool(s) are fully restricted, the following statement can be included in the *Assessment Brief*:

'In this assessment, you must complete your work without the use of AI tool(s). If AI tool(s) are not permitted, using AI-generated content will be considered a breach of academic integrity.'

For this type of assessments, lecturers should consider implementing invigilation measures such as:

- in-person supervision in exam rooms or halls;
- virtual invigilation through proctoring software;
- browser lockdowns to restrict external tool access.

Ensure invigilation processes follow established protocols and protect student rights.

Yes, AI tools permitted, BUT…

Some secured assessments may permit the use of AI tool(s) if its effective and ethical application supports students' learning and aligns with the intended learning outcomes. For instance, students might be encouraged to use AI tool(s) for tasks such as editing, idea generation, planning, or design, or to work with an industry-standard AI tool.

Lecturers must provide clear guidelines on the authorised use of AI tools, recommending which tools are permitted and how they should be used in the *Assessment Brief*. If a track 1 assessment is approved for AI use, it must include a secured or supervised component, e.g., invigilation. This secured component ensures that students are assessed on their achievement of the intended learning outcomes.

For example, in an assessment requiring a presentation, students might be permitted to use AI for preparation. However, the formal Question and Answer (Q&A) session which serves as the secured/supervised component, must be conducted without generative AI assistance. This ensures that students can independently demonstrate the achievement of the learning outcomes.

Please note that using AI tools without authorisation may constitute a breach of academic integrity. Students must reference and acknowledge their use of AI tools where necessary. See Section 3 for details.

2.2 Track 2—Open

Yes, AI tools permitted

This track focuses on assessment for learning, where students can support their achievement of the learning outcomes by using AI tool(s) as a partner in their learning process. AI use is likely to be permitted, with clear recommendations on how specific tools can be used to support learning and assessment completion.

For this track, students should not be restricted in their use of AI tool(s) for parts of the task, as unenforceable restrictions can compromise assessment validity (Dawson, 2024). Instead, lecturers should focus on recommending AI tool(s) and providing clear usage guidelines in the Assessment Brief.

There are types and ways AI is permitted in these assessments which is outlined in the assessment instructions:

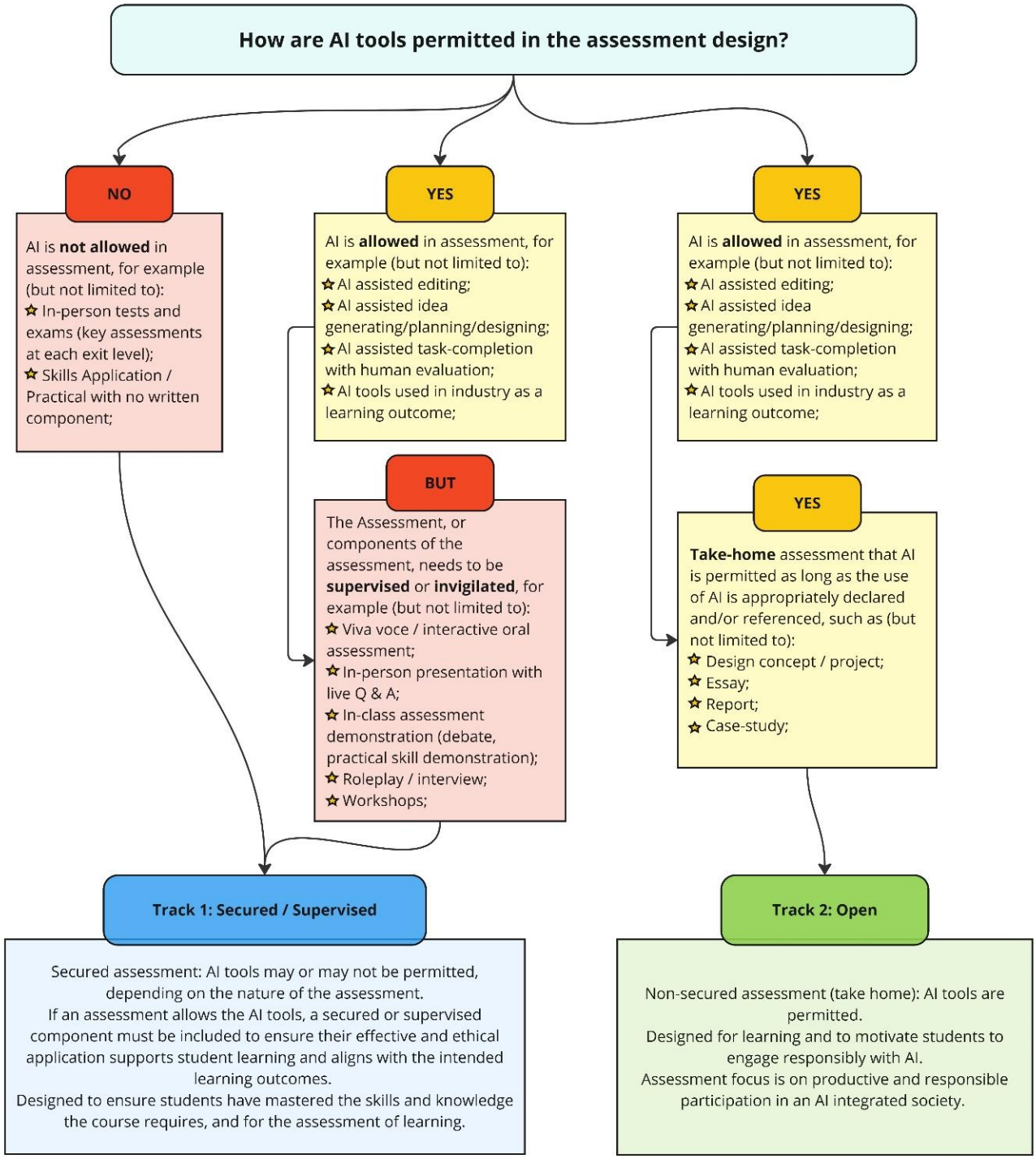
- Permitted AI types: instructions about the AI tool and how the use of the tool is encouraged is provided to students in the Assessment Brief. Any unauthorised use of an AI tool may be treated as a breach of academic integrity.
- Permitted and supported AI ways: The use of AI tools is permitted and supported in specific ways as described in the assessment brief. Other ways of using AI tools, not specified in the assessment brief and not permitted may be treated as a breach of academic integrity.

Where the use of AI tools is required as part of an assessment, only tools that are freely accessible to all students may be mandated (e.g., Microsoft Copilot provided through the ICMS institutional license). No assessment should compel students to use paid, subscription-based, or otherwise

restricted AI platforms unless the institution provides access for all enrolled students (See more details in Section 7.1).

Students are required to complete an *AI Use Declaration* for Track 1 (Supervised) and Track 2 (Open) assessments, detailing the scope and nature of any AI involvement (See Section 3.1 for details).

Figure 2: Flowchart Assessment Track 1 & Track 2 Allocation



Detailed instructions regarding the use of AI tools to the students must be included in the *Assessment Brief*.

3. Acknowledging the Use of AI in Assessments

Acknowledging the use of AI tools in assessment work is important for maintaining academic integrity and transparency. A combination of the following should be used to appropriately acknowledge the use of AI in academic work:

- AI Declaration on the use of AI tool(s) and its extent, and descriptions of how the information was generated (including the prompts used); and
- Citing and referencing using the closest source type in the referencing style being used (e.g., non-recoverable sources).

See below for further instructions:

3.1 Declaration of AI-Generated Material

It is essential for a student to include a declaration that provides an explanation of what AI tools, if any, have been used to generate material in the assessment. In these situations, the student should include a declaration which:

- Provides a written acknowledgment of the use of generative AI
- Specifies which AI tool was used
- Describes how the information was generated
- Identifies the specific prompts used
- Explains how the AI generated output was used in the work

See the *AI Declaration Form* in **Appendix 1** for details.

- **Example 1:**

  I acknowledge the use of Microsoft Co-Pilot (https://copilot.microsoft.com to generate materials for background research and self-study in the drafting of this assessment. I entered the following prompts on DD/MM/YYYY:

  'Write a 50-word summary about XXXXX. Write it in an academic style. Add references and quotations from XXXXXX.'

  The output from generative AI was adapted and modified for the final response.

- **Example 2**

  I acknowledge the use of Claude (https://claude.ai) to generate materials that were included within my final assessment in modified form. I entered the following prompts on DD/MM/YYYY:

  'Write a 50-word summary about the XXXXXX. Write it in an academic style. Add references and quotations from XXXXXXX.'

- **Example 3**

  I acknowledge the use of ChatGPT (https://chat.openai.com/) to refine the academic language and clarity of my own work. On DD/MM/YYYY, I submitted my entire essay (link to the draft document here) with the instruction to 'Improve the academic tone and overall readability , including grammatical structures, punctuation and vocabulary'. The output (here) was then modified further to better represent my own tone and style of writing.

- **Example 4**

  If the use of AI tool(s) **was permitted** in your assessment, but you have chosen **not** to use it, the following disclosure is recommended.

  No content generated by AI tools has been used in this assessment.

3.2 In-text Citations for Generative AI tools and Reference Lists

APA Journals has policies on the use of generative AI in scholarly materials: https://www.apa.org/pubs/journals/resources/publishing-policies?tab=3.

These guidelines are for authors submitting their work to APA scholarly publications. The new guidance is as follows:

> 'For this policy, AI refers to generative LLM AI tools and does not include grammar-checking software, citation software, or plagiarism detectors.
>
> - When a generative artificial intelligence (AI) model is used in the drafting of a manuscript for an APA publication, the use of AI must be disclosed in the methods section and cited (see below).
> - AI *cannot* be named as an author on an APA scholarly publication.
> - When AI is cited in an APA scholarly publication, the author must employ the software citation template, which includes specifying in the methods section how, when, and to what extent AI was used. Authors in APA publications are required to upload the full output of the AI as supplemental material.'

ICMS recommend following the recommendation from *APA Style* (7th edition) on how to cite ChatGPT: https://apastyle.apa.org/blog/how-to-cite-chatgpt

Basic format:

Company. (Year). *Name/Title* (Version) [Type]. URL

- As the author, use the name of the company/creator/developer that created the AI model;
- As the year, use the year of access;
- As the title, use the name of the AI model;
- As the version, identify the version used by the company/creator/developer, e.g., Version 1.0 or May 29 Version;
- The type describes the AI's function (e.g. Large language models, Text-to-image models, Virtual assistants, Image recognition systems, Financial forecasting systems…);
- As the URL, use the direct URL available to access the model.

See some examples below.

- **Example 1:**

  When prompted with "Is the left-brain right brain divide real or a metaphor?" the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialized, "the notation that people can be characterized as 'left-brained' or 'right-brained' is considered to be an oversimplification and a popular myth" (OpenAI, 2023).

  Reference

  OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat

- **Example 2:**

  When given a follow-up prompt of "What is a more accurate representation?" the ChatGPT-generated text indicated that "different brain regions work together to support various cognitive processes" and "the functional specialization of different regions can change in response to experience and environmental factors" (OpenAI, 2023; see Appendix A for the full transcript).

  Reference

  OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat

- **Example 3: The reference and in-text citations for ChatGPT are formatted as follows**

  OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat

  1. **Parenthetical citation:** (OpenAI, 2023)
  2. **Narrative citation:** OpenAI (2023)

Read the *ICMS Style Guide* for more information.

4. AI in Grading Assessments and Providing Feedback

ICMS does **not** endorse or permit the use of AI for grading or for generating the first instance of feedback on any assessment that contributes to a student's final grade (summative assessment). When using AI tools in the process of grading and providing feedback on assessments, ICMS operates under a set of guidelines that are to be read in direct alignment with the 'Principles for the Use of AI in Grading and Providing Feedback on Assessments' set out in the ICMS *AIED Framework*:

- Ensuring Human Oversight and Accountability
- Strategic Application of AI-Assisted Feedback to Enhance Learning
- Upholding Ethical and Transparent Use of AI-assisted Feedback

- Maintaining Quality and Integrity in AI-assisted Feedback

4.1 Grading—NO, Feedback—Maybe

AI tools may play a supportive role in enhancing the quality, timeliness and clarity of feedback. They must **NEVER** replace the human act of assessing student work or assigning marks.

A clear ethical line is drawn against automated grading in assessment:

- **First Instance Feedback**

  The first instance of feedback on any assessment must be written by human markers. AI can assist only in refining this feedback, alignment it with the grading rubric or suggesting additional comments, and only as part of an approved technology. The lecturer remains responsible for the content and quality of all feedback.

- **No AI Grading**

  AI must not be used to determine marks or grades for any assessment that contributes to the final grade, including staged or low-weighted assessments. This applies to both formative and summative assessments where marks are recorded.

- **Group Feedback Using AI**

  AI may be used to collate lecturer comments for group or class feedback, where the feedback is based on lecturer input and does not involve institutional IP or replace personalised feedback. This process provides additional insight for students and efficiency for staff, without requiring student consent or monitoring staff compliance (e.g., opt-in/opt-out, disclosure of use, or use for grading).

- **Lecturer Responsibility**

  Human markers are fully responsible for the accuracy, validity, fairness, and quality of all marks, grades, and feedback. Lecturers must actively engage in reviewing, verifying, and revising any AI-assisted feedback.

Permitted roles of AI tool use in providing feedback include:

AI support is optional, not expected, encouraged, or standard practice.

- **Editor**: Improving the clarity, grammar, tone, or accessibility of feedback written by educators.
- **Enhancer**: Suggesting additional feedback points after a human marker has completed an initial review of student work.
- **Tutor/Coach**: Providing immediate, formative feedback to students in low-stakes contexts (e.g., practice exercises, simulations), with educator oversight.
- **Feedback Bank Developer**: Assisting lecturers in developing a repository of scaffolded, consistent feedback statements to be adapted for individual use.

4.2 How to Maintain Transparency, Ethics and Student Consent

ICMS is committed to transparent and ethical use of AI tools in providing feedback in assessments:

- **Institutional Approval**: Mandate the use of institution-approved AI tools for feedback, such as Microsoft Copilot, which are designed to protect student privacy by not saving entered data for model training.
- **Clear Communication**: Students must be informed, in the subject outline and assessment briefs, about if and how AI tools may be used to assist in feedback.
- **Pedagogical Rationale**: Educators must explain the reasoning behind AI use, ensuring students understand how it supports their learning.
- **Consent for Data Upload**: Explicit consent must be obtained before uploading student work to any AI platform. **Students must have the right to opt out**, and their choice must be respected.
- **Intellectual Property (IP) Awareness**: students must be informed about the implications of sharing data with AI models, including the potential for their input (e.g., submitted work) to be used for model training without attribution, and how this might impact their intellectual property rights. Provide guidance and foster open dialogue regarding these concerns.
- **De-identification**: If student work is shared with external AI platforms, all identifying information must be removed. Platforms used must not retain student data for model training.

4.3 How to Implement Human Oversight and Accountability

AI tools are to be used only as aids, never as substitutes for academic judgment.

- **Active Participation**: Lecturers should maintain active engagement in co-creating and monitoring AI-assisted output to ensure students receive the best feedback possible.
- **Contextualisation**: AI tools must be provided with sufficient context (e.g., marking rubrics, AQF equivalent level of learning, and prior topics or concepts taught) to ensure feedback is relevant and meaningful.
- **Critical Review**: Every AI-assisted output must be carefully reviewed, verified, and, where necessary, revised by the educator before being shared with students.
- **Fact-Checking**: Any facts, statistics, quotations, or references produced by AI must be verified using credible sources due to the risk of hallucinations.
- **Lecturer's Final Say**: AI-assisted feedback should be seen only as a starting point. The feedback and the marks are ultimately determined by the educator, who is accountable for final decisions.

4.4 AI-Assisted Feedback as A Tool for Learning, Not Just Evaluation

The primary purpose of feedback is to guide students in their growth as independent, reflective learners. AI can support educators in extending the reach, timeliness, and consistency of feedback, but must always serve the broader pedagogical goal of student learning.

- Provide timely and specific feedback: Feedback must be actionable, pointing students clearly toward how they can improve or deepen their understanding and skills.
- Encourage feedback literacy: Students should be supported in learning how to interpret, reflect on, and use feedback as part of their learning process. AI-assisted feedback can provide opportunities for students to interact with feedback (e.g., asking clarifying

questions), but educators must guide students in developing the skills to critically engage with it.

- Embed feedback across the subject: Feedback should build progressively across tasks, scaffolding knowledge and skills over time.
- Use feedback to prompt dialogue: Feedback should open space for discussion. AI tools can provide conversational practice in formative tasks, but dialogue must remain embedded in human teaching and learning interactions.

4.5 Promoting Fairness and Equity

Using AI tools in feedback must avoid disadvantaging or excluding students.

- **Equitable Access**: If students are encouraged or required to use AI tools, ensure equitable access. Where premium versions confer significant advantages, ICMS should provide guidance or institutional access to avoid inequity (See Section 7.1 for more details).
- **Bias Mitigation**: Lecturers should identify and correct potential bias or stereotypes in AI-assisted outputs. Students should also be encouraged to engage critically with AI-generated feedback (See Section 5.2 for more details).
- **Fairness in Staff vs. Student Use**: Consider the ethical implications of allowing educators to use AI for evaluating work while restricting student use of similar tools. Alignment of criteria between staff and student use should be considered.
- **Support for AI Literacy**: Provide scaffolded activities in class for students to develop the skills needed to interpret, question, and apply AI-assisted feedback effectively. Consistency of tool use across subjects helps reduce cognitive load (see Section 6 for more details).

5. AI in Learning and Teaching with the 'Human in the Centre'

Generative AI is **NOT** an 'expert' in any subject matter. It generates content based on patterns but lacks the capacity to evaluate accuracy, consider social implications, or demonstrate empathy. These limitations can result in inaccurate information, hallucinations, or offensive content.

Placing humans at the centre of education highlights that fully understanding and evaluating material, exercising judgment, and empathising with others are uniquely human capabilities. According to the *AIED Framework*, while the earlier notion of 'human in the loop' (HITL) stressed supervision, the 'human in the centre' (HITC) approach recognises the irreplaceable role of educators and students in shaping meaningful learning with AI as a supporting tool.

Integrating generative AI into learning therefore requires structured, student-centred engagement, guided by educators. This involves two essential components

- Developing AI literacy skills, including effective prompt design and critically evaluation of AI output.
- Cultivating social awareness and responsibilities to ensure that students can identify and challenge biases, prejudices and ethical concerns toward different groups in AI use.

5.1 Inaccuracies and 'Hallucinations'

Large Language Models (LLMs) like ChatGPT operate differently from search engines. Rather than retrieving existing content, they generate responses based on their training data and user prompts. They do not search for and return content that already exists as search engines do. Therefore, this process can lead to creating incorrect statements and providing fake citations, a phenomenon known as 'hallucinations'. While AI developers work to minimise hallucinations, complete elimination may not be feasible in the near term due to the inherent nature of these models.

For example, LLMs are more likely to hallucinate if it is asked for something that doesn't exist, such as to 'identify all the grammatical errors in this passage'. If there are no grammatical errors, it may 'find' some anyway because it was asked to do so. In contrast, more specific prompts, like 'evaluate the writing for grammatical usage', are less likely to produce inaccurate responses.

The most effective use of generative AI LLMs is by a user with knowledge of the subject matter, and who is therefore more likely to notice and question inaccuracies. For users lacking subject expertise, verifying data with reliable sources becomes paramount to mitigate the risk of accepting erroneous information.

Therefore, the following should be included in AI Literacy training to lecturers and students:

- It is essential to understand the generative AI's inherent trait, and to verify ALL facts, quotes, statistics, and resources in AI-generated responses using credible (online) sources.
- It is essential to develop the ability to analyse and critique the output from generative AI for quality, accuracy, and correctness.

Lecturers should understand the potential for bias and 'hallucinations', and how they can mitigate this when using generative AI to evaluate student work. The lecturer can use the following activity to help students foster the awareness and critical thinking regarding content produced by generative AI:

- Ask a LLM to explain a topic that the students are unfamiliar with. Compare the response with information from reliable sources to evaluate accuracy.
- Request a LLM to explain something implausible or impossible. Analyse the response to understand how the model handles such queries.
- Task a LLM with explaining a topic the students are very knowledgeable about. Assess the response for alignment with their understanding and identify any notable omissions.

Access the worksheet in **Appendix 2** for further guidance.

5.2 Potential for Bias

Because generative AI models are trained on the Internet, there is always the potential for inherent societal biases surrounding gender roles, race, religion and politics. While AI companies are focused on fine tuning their models to ensure that they do not perpetuate stereotypes or biases, such biases are always possible because the training data set includes the entire Internet.

The institution and lecturers must be prepared to mitigate potential issues that arise from bias within the use of AI:

- Bias mitigation techniques should be included in AI Literacy training to lecturers and students including how to identify and address biases in AI-generated content at the institutional level.
- Lecturers should draw students' attention to the bias issues, and invite students to appraise and review generative AI's output for biased viewpoints or inaccurate and harmful stereotypes.
- Students should approach the content they receive from generative AI with a critical and socially engaged eye.

5.3 Review EVERY time

Any work generated by AI must always be evaluated, verified, edited and revised by the lecturer and students before sharing.

How to use AI responsibly **EVERY** time:

- **E**VALUATE the initial output to see if it meets the intended purpose and your needs.
- **V**ERIFY facts, figures, quotes, and data using reliable sources to ensure there are no hallucinations or bias
- **E**DIT your prompt and ask follow-up questions to have the AI improve its output.
- **R**EVISE the results to reflect your unique needs, style, and/or tone. AI output is a great starting point, but shouldn't be a final product.
- **Y**OU are responsible for everything you create with AI. Always be transparent about how you've used these tools.

Refer to **Appendix 3** for a downloadable poster on 'How to use AI responsibly' that can be shared with the students.

6. Assessment Design: Some Recommendations

ICMS adheres to the guidance provided by TEQSA, which outlines two overarching principles and five propositions for the use of AI in assessments (see more details in the *AIED Framework*):

Principles:

- Equipping students for an AI-driven society,
- Ensuring trustworthy judgments in AI-influenced assessments.

Propositions:

- Securing key assessment moments,
- Authentic engagement with AI,
- Programmatic and discipline-based approaches,
- The process of learning, and
- Human–AI collaboration.

Assessment redesign in the era of AI is fundamentally guided by the ICMS *Assessment Policy*, *Assessment procedures* and the *AIED Framework*. However, if AI tools are to serve as an assistant in helping students achieve subject learning outcomes, assessments must be redesigned to make student learning visible alongside the assistance received from AI tools.

6.1 Higher Order Thinking Skills (HOTS) in Assessments

Higher-order thinking skills are increasingly vital in education, especially with the widespread availability of generative AI, which excels at lower-order tasks like information reproduction. Assessments should be designed to foster and evaluate critical thinking, creativity, decision-making, and ethical considerations, skills that AI struggles to fully replicate.

- **Critical Analysis and Interrogation**: Design questions that go beyond only recall of knowledge. Instead, require students to analyse, evaluate, synthesize, critique, and make judgments.
- **Reflection and Self-Awareness**: Include tasks that prompt students to reflect on their learning journey, experiences, choices, motivations, and the implications of AI-generated information.
- **Ethical Dilemmas**: Integrate authentic workplace cases or scenarios that require students to debate the limitations and ethical implications of AI tools and their own decisions. This fosters ethical decision-making, a key human skill.
- **Evaluative Judgment**: Design rubrics and marking strategies that emphasise original analysis, insight, and the weighing of values of sources, rather than formulaic or predictable forms of evaluation that AI can easily mimic. Students should be able to evaluate AI outputs critically for quality, accuracy, and correctness.
- **Problem-Solving and Creativity**: Set tasks that require innovative problem-solving for dynamic, real-world challenges, or the creation of complex visual artifacts.
- **AI Literacy Integration**: Ensure assessments help students develop AI literacy, which includes critically evaluating AI technologies, communicating and collaborating effectively with AI, and understanding AI's ethical use, limitations, and biases.

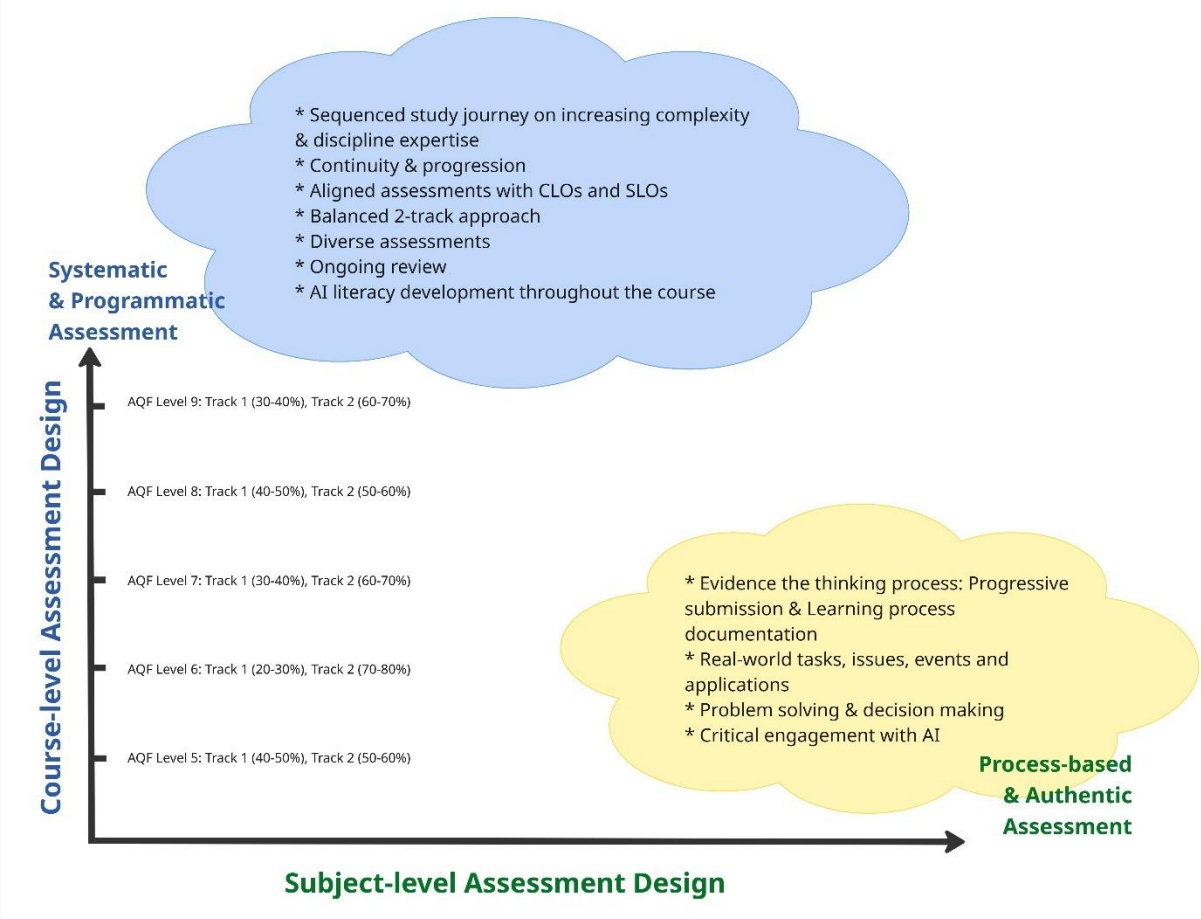
6.2 Horizontal and Vertical Integration of Assessment Design

Design assessments to build in complexity both within a year of study (horizontal integration) and from one year to the next (vertical integration).

- **At the subject level (horizontal)**, assessments should go beyond evaluating final outputs to capture how students learn, foregrounding their thinking, decision-making, and application of knowledge in real-world and professional contexts. This involves designing tasks that are contextual, reflective, iterative, and resistant to simple AI replication, while also fostering students' critical engagement with AI as a tool.
- **At the course level (vertical)**, assessment should form a sequenced, integrated narrative across the student journey, progressively building complexity, disciplinary expertise, and mastery. A programmatic approach ensures alignment of assessments with learning outcomes, diversity of methods for trustworthiness, and consistent feedback loops that support development over time. Balancing a structured two-track model further safeguards integrity while leveraging authentic opportunities for human–AI collaboration.

The Figure below illustrates how assessment design operates across two dimensions, subject level (horizontal) and course level (vertical), to create an integrated, developmental approach to learning and assessment. For each AQF level, indicative percentage allocations are provided to represent the balance between secured/supervised Track 1 assessments and open Track 2 assessments across subjects. This distribution demonstrates how assessment tracks are intentionally varied and weighted across levels to build student capability, maintain academic integrity, and promote AI literacy development throughout the courses.

Figure 3: Horizontal and Vertical Integration of Assessment Design



6.3 Subject-Level: Process-Based and Authentic Assessments

Assessments should capture how students learn, not just what they produce, and connect tasks to real-world contexts and professional practice.

- **Process-Based Assessments**: emphasise evaluating the learning process, including students' decision-making and critical thinking, rather than solely the final product. This approach can reveal students' sense-making and competencies that AI is less able to simulate.
- **Authentic Assessments:** involve designing tasks relevant to real-world contexts and disciplines, requiring students to apply knowledge and skills in ways that mirror professional practice. This also helps foster critical analysis of AI's role in work and study.

Assessments should capture how students learn, not just what they produce, and connect tasks to real-world contexts and professional practice.

- **Evidence the Thinking Process**: Require students to submit components that reveal their thinking and the stages of their work, such as drafts, notes, annotated bibliographies, or process portfolios:
    1. **Progressive Submissions**: Break down larger tasks into multiple stages, including proposals, drafts, and revisions. This allows for continuous observation of student development and reduces opportunities for sole reliance on AI.
    2. **Documentation of Learning Process**: Students should record their learning process, including prompts used with AI, and how AI output was integrated and critically evaluated. Diaries or logs of collaborative processes can also be assessed.
- **Incorporate Real-World Relevance and Context**:
    1. **Context-Specific Tasks**: Design tasks that require personal experience, real-world scenarios, or detailed contextual analysis, making them less AI-replicable.
    2. **Current Issues and Events**: Ask students to reference current issues or events related to the assessment topic.
    3. **Professional Application**: Create tasks that require applying course concepts, theories, or skills to specific local issues or problems relevant to their field or community, potentially presenting to authentic audiences like industry professionals.
    4. **Variety of Formats**: Offer choice in assessment methods beyond traditional essays or exams, such as podcasts, multimedia projects, group presentations, class debates, viva voce exams, interviews, or simulated job applications. These formats often require real-time interaction or unique outputs that AI struggles with.
- **Reflection and Integration**: Ask students to connect their work to course materials, classroom discussions, and lived experiences, while also reflecting on the role of AI.
- **Value Response and Iteration**: Grade not only the final product, but also how students respond to and integrate feedback, encouraging growth and resilience.
- **Human-AI Collaboration**: Design assessments that facilitate quality collaborative work between students and AI, requiring students to articulate and reflect on the role of AI in their work, explaining prompts used, ideas generated, and how AI contributions were shaped. Students should also reflect on the biases, limitations, and inaccuracies of AI outputs.

6.4 Course-Level: Systemic and Programmatic Assessment Design

Systemic and Programmatic Assessment Design: involves designing assessments holistically across an entire degree course, rather than subject by subject, recognising students' stage of experience.

This approach creates a coherent narrative to assessment, allowing students to become 'insiders' to disciplinary ways of thinking and acting through a sequenced and connected experience.

- **Adopt a Course-Level Approach**: Shift focus from individual subject-level assessments to how assessments are interconnected across the entire course of study, including nested qualifications. This supports judgments about student progress and attainment and ensures trustworthiness of the overall award.
- **Continuity and Progression**: Map skills and knowledge from one assessment to the next, allowing students to develop mastery and expertise over time, such as a consistent assessment type or building on prior projects.
- **Implement a Two-Track Approach for AI**: Categorise assessment designs into 'Track 1' (secured/supervised) and 'Track 2' (open) to balance academic integrity with opportunities for authentic AI engagement.

    1. **Track 1 (Secured/Supervised Assessments)**:
        - AQF Level 5 target: 40-50%,
        - AQF Level 6 target: 20-30%,
        - AQF Level 7 target: 30-40%,
        - AQF Level 8 target: 40-50%, and
        - AQF Level 9 target: 30-40%;
    2. **Track 2 (Open Assessments)**:
        - AQF Level 5 target: 50-60%,
        - AQF Level 6 target: 70-80%,
        - AQF Level 7 target: 60-70%,
        - AQF Level 8 target: 50-60%, and
        - AQF Level 9 target: 60-70%.
- **Diverse Methods**: Recognise that no single assessment type, including individual and group assessments, can fully address the varied uses of AI. Use multiple, inclusive, and contextualised assessments that, when triangulated, provide greater trustworthiness in evaluating individual student learning.
- **Map Learning Outcomes**: Clearly align assessments with course learning outcomes (CLOs) and subject learning outcomes (SLOs).
- **Feedback Across Course**: Create meaningful feedback loops that connect assessments and promote cumulative development.
- **Ongoing Review and Responsiveness**: Regularly review assessments for effectiveness, AI-related risks, and industry relevance.
- **Resource and Support Considerations**: Evaluate resource demands holistically and provide staff with professional development in AI capabilities and limitations.

7. Data Privacy and Cybersecurity

7.1 Equity and Accessibility

Some generative AI programs offer free access, while others require paid subscriptions. Some generative AI programs require accounts, and these programs may track or retain students' input. Some students may not wish to create an account using their personal information, or to submit their original work to a generative AI program.

Lecturers should ensure that assessments are structured to guarantee equal access for all students, considering potential barriers such as subscription costs or privacy concerns associated with account creation and data retention by the generative AI programs.

To ensure fairness and equity, no assessment should require students to use subscription-based or restricted AI platforms unless the institution provides access for all enrolled students (e.g., Microsoft Copilot through the ICMS institutional license).

Recommendations:

- Select only generative AI tools that offer free access, or or ensure institutional licenses are provided if required for assessment.
- Avoid mandating tools that require students to create personal accounts or share original work with external platforms unless secure, institutionally approved arrangements are in place.
- Offer alternatives to students uncomfortable with creating personal accounts or submitting original work to AI programs, allowing them to participate in assessments without compromising their privacy or data security.
- Clearly communicate the requirements and implications of using generative AI tools in the assessment, including any data tracking or retention policies, to empower students to make informed decisions about their participation.

7.2 Intellectual Property (IP) Protection

LLM models like ChatGPT use user's input, such as chats, to train their models. This input, along with any uploaded materials, can be incorporated into the model's training set without attribution, potentially leading to unexpected uses of resources and intellectual property (IP). Additionally, the data passes through various technological providers, each with their own privacy policies and terms of use. Currently there are some unknowns about who owns the right to the materials used with generative AI tools—including original student work that is submitted to a generative AI program. If the student does not wish to risk (or give up) the rights to their intellectual property, the student should consult with the lecturer.

Recommendations:

- Clearly communicate the implications of sharing data with LLM processors, especially the potential for shared use of resources and IP without attribution.

- Encourage open dialogue between students and lecturer to address concerns about IP rights, and provide guidance on navigating ownership issues related to materials submitted to generative AI programs.

7.3 Data Privacy

To safeguard data privacy when using generative AI tools, both lecturers and students should refrain from sharing Personally Identifiable Information (PII), and ensure they only input open information or data that does not need to remain private. It's crucial for all users to understand what PII encompasses and to exercise caution when interacting with any generative AI tools to prevent inadvertent disclosure of sensitive information, especially in chats with generative AI tools.

Recommendations:

- Clearly outline what constitutes personally identifiable information (PII) to ensure students understand what information is off-limits to generative AI tools, and never be uploaded, pasted or shared in chats with AI tools.
- Offer training on data privacy best practices to ensure students understand the importance of protecting sensitive information when using generative AI tools.
- Conduct security audits on AI products/vendors to ensure compliance with applicable security practices and regulations.

8. Reference

Websites accessed and reference in the Guidelines:

https://go.ncdpi.gov/AI_Guidelines

https://stearnscenter.gmu.edu/knowledge-center/ai-text-generators/

https://teaching.cornell.edu/generative-artificial-intelligence/ai-assignment-design

https://teaching.cornell.edu/generative-artificial-intelligence/ethical-ai-teaching-and-learning

https://teaching.missouri.edu/sites/default/files/2023-08/Issues%20Posed%20by%20Generative%20AI%20for%20Teaching%20and%20Learning.pdf

Dawson, P., Bearman, M., Dollinger, M., & Boud, D. (2024). Validity matters more than cheating. Assessment & Evaluation in Higher Education, 49(7), 1005-1016. https://doi.org/10.1080/02602938.2024.2386662

9. Appendices

Appendix 1: AI Declaration Form (Sample)

AI Declaration (Applicable if AI is permitted in your assessment)
For this assessment, ICMS has allowed the use of AI tools (as per the Assessment Brief). To acknowledge your use of AI tools in this assessment please fill out the boxes below. I acknowledge the use of _____ to generate materials that were included within my final assessment for _____, in modified form. Which AI tools were used in your assessment? • • • How was the information generated? • • • I entered the following prompts on _____ (DD/MM/YYYY). Which prompts were used? • • • Explain how the output was used in your work? • • • Type your full name below: _____ Sign your name here: _x_____

Appendix 2: AI Challenge

Download the following worksheet from: [AI Challenges - ChatGPT (aiedu-ai-challenges.s3.us-west-1.amazonaws.com)]

AI Challenges aiEDU.org

Smarter than ChatGPT

Can you prove you're smarter than ChatGPT?

1 Get set

ChatGPT is threatening to make **writing** a **thing of the past.** English teachers worry that it will **write student essays** and lawmakers fear that it will **create fake news.** Still, computer scientists believe it will **improve our future.** But everyone seems to agree that ChatGPT **isn't perfect.** How do we know what ChatGPT is **best** and **worst at?**

Want a **quick review of AI?** Check out the site below to **get familiar** with AI in **5 minutes:**

aiedu.org/ai-in-five

1. **Ask** ChatGPT to explain something you **don't know much about.** Like:
   - How does a plane land in high winds?

CHECK YOURSELF

Was ChatGPT right? Look up some other sources to double check.

2. **Ask** it to explain the **impossible.** Like:
   - What are the steps for milking a woolly mammoth?

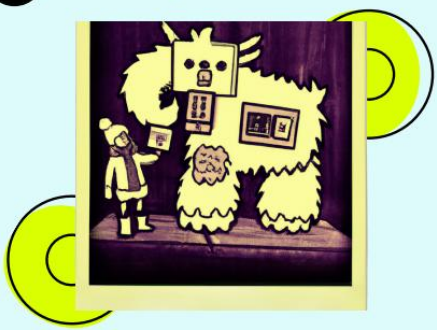
3. **Ask** it to do something **shady.** Like:
   - Write an email to my boss telling him he's doing a horrible job.

4. **Ask** it to explain something you **know a lot about.** Like:
   - How can I get better at lane control in League of Legends?

CHECK YOURSELF

Did ChatGPT's answer match up with your thinking? What did it miss?

2 Investigate



Sign up for a ChatGPT account at:

chat.openai.com

Please note that OpenAI requires you to be **18 or older or to have permission from a parent or guardian** to create an account.

Make a conclusion: how did ChatGPT do? When did it impress you and when did it fall short?

3 Share

Create a graphic to **share** what you found:
- **Include** this challenge's question
- **Rate** ChatGPT out of 10
- **Explain** some cool prompts and ones that break ChatGPT

Appendix 3: Review EVERY Time Poster

The **EVERY** framework provides an acronym to remind users of the steps needed to ensure ethical use of AI by staff and students alike, EVERY time AI is used. This framework was a collaboration between AI for Education (aiforeducation.io) and North Carolina Department of Public Instruction.

To download a printable pdf of the EVERY framework, visit https://www.icms.edu.au/wp-content/uploads/2024/07/How-to-use-AI-responsible-every-time-poster-3.pdf