

Appendix: Artificial Intelligence (AI) and academic integrity

What do we mean by Artificial Intelligence?

- 1) Artificial Intelligence (AI) refers to the ability of machines to perform tasks that typically require human intelligence, such as learning, reasoning, problem-solving, perception, and natural language processing. Machine learning is a subset of AI that involves the development of algorithms and statistical models that enable computers to learn from data, without being explicitly programmed. The goal of machine learning is to develop models that can make predictions or take actions based on input data. Machine learning algorithms can be applied to a wide range of problems such as image recognition, natural language processing, predictive analytics, and decision making.
- 2) AI-powered tools include:
 - 2.1. Conversion and translation tools, such as Google Translate, DeepL and Dragon.
 - 2.2. Paraphrasers and grammar checkers, such as Grammarly, Quillbot and ChatGPT.
 - 2.3. Essay bots and text generators such as Quillbot, ChatGPT, Perplexity.ai and Chimp Rewriter.
 - 2.4. Artefact generators such as Github Co-pilot, Dal-e-2 and Melobites.com
 - 2.5. Computational knowledge engines used to perform calculations, analyse data sets, and provide insights into complex problems, such as Wolfram Alpha.
- 3) The use of artificial intelligence (AI) has become increasingly prevalent in recent years, leading to concerns about its impact on academic integrity. There is particular interest across the higher education sector in the development of AI-powered tools and what role they might play in education and assessment in the future.

Strengths and limitations

- 4) Resources like ChatGPT can be valuable tools and have an important role to play in the workplace and in an educational context. In Higher Education, the use of AI provides great opportunities for teaching, studying and assessment.
- 5) However, it is important to recognise the limitations of AI-powered tools and to consider in which contexts their use might be inappropriate. AI-powered tools lack understanding and insight: they cannot generate new ideas. Although the answers they provide can seem plausible and grammatically or syntactically correct, they can sometimes be inaccurate, poorly argued, or even entirely fabricated. Large language models do not, at present, search the internet in real time for current information, but rather draw upon on the data captured at the moment of training, meaning that the information they provide will often be out of date. Finally, since they work by analysing and learning the patterns of text-based content on the internet, they can also have tendencies to reproduce unwanted biases, toxic speech, or specific worldviews.
- 6) There are also ethical considerations around the development of AI-powered tools such as ChatGPT: for example, there are concerns over copyright and intellectual property due to the use of the unattributed online material in the training of the system. It has also been

reported that the ChatGPT system was trained in part through the exploitation of precarious workers in the global south who were paid a very low rate to sift out traumatic and toxic content from the internet.

- 7) When it comes to completing assessments, AI-powered tools can be helpful for tasks such as checking grammar, spelling, and punctuation. However, it is crucial to understand that using AI-powered tools to complete assessments can comprise an assessment offence if used inappropriately. More information about the College's position is provided below; see especially paragraph 11.
- 8) You should ensure that you always uphold Birkbeck's standards of academic integrity in order to advance your own learning, maintain the reputation of the College, and guarantee the quality of your qualification. The purpose of assessment is not simply about achieving a final grade: it is also about the validation of your learning, increased employability, and the acquisition of critical thinking skills.

Guidance for students

- 9) Birkbeck recognises that AI-powered tools can support and assist the learning and development process in constructive ways. There are legitimate uses for AI, especially in the preparatory stages of your work: for example, in helping you summarise and analyse complex materials; extract key findings; break writers' block; and highlight grammatical errors.
- 10) However, indiscriminate or inappropriate use of AI may not only harm the quality of your education, but also undermine confidence in the qualification towards which you are working. To uphold academic integrity while using AI, it is essential to maintain ethical and responsible standards as in any other area of your work. This includes properly citing any tools or resources used, including AI-generated content. You should speak to your tutor before using AI-powered tools to complete any assessment.
- 11) You must not submit work for assessment that has been generated by a chatbot or AI tool. This would be an assessment offence, as with any other form of contract cheating or plagiarism, because the words and ideas generated are not your own. Further to this, the words and ideas generated by the chatbot or AI tool would make use of other, human authors' ideas without referencing them, which is plagiarism.
- 12) Birkbeck has opted in to Turnitin's AI writing detection tool, which highlights passages in a given assessment which were produced by AI-powered tools. The College reserves the right to include this as evidence in any proceedings against you should an allegation of an assessment offence be made.
- 13) An important aspect of writing for assessments at university level is the ability to participate in academic debate and to engage with appropriate sources, for example peer-reviewed scholarly texts. It usually will not be suitable to copy text generated by AI-powered tools directly into your writing, even if you cite it. This is because AI is not an academic source. However, there might be some contexts in which quoting directly from an AI tool might be appropriate: for example, if you were writing an essay on chatbots or AI-powered tools (such as how the technology works or their impact on society). If you include words and ideas generated by the chatbot or AI tool as an example, you should place it in quotation marks and clearly reference the chatbot or AI tool using an appropriate referencing style.

- 14) Ultimately, it is your responsibility to maintain academic integrity while using AI-powered tools. By using AI-powered tools responsibly, you can maintain the principles of academic integrity set out in this policy and avoid potential disciplinary action.

Guidance for staff

- 15) As the use of AI becomes increasingly prevalent in the academic world, it is important for academic staff to be mindful of its potential impact on academic integrity in assessment. Although there are concerns about the impact that AI-powered tools might have on assessment and on academic integrity, prohibiting their use entirely is not likely to prove productive or possible.
- 16) Instead, there is a need to interrogate teaching, assessment and feedback practices in light of the developments in this area. Effective assessment design will be key to preventing academic misconduct and to ensuring that assessment is engaging, authentic, and creative.
- 17) Assessment should measure learners' critical thinking, problem-solving and reasoning skills rather than solely essay-writing abilities and memory recall. Ways of achieving this might include:
- 17.1. Requiring reflective responses incorporating personal insights, critical analysis and connection to real-life situations;
 - 17.2. Encouraging students to show their working, for example, by asking for drafts, outlines and notes to be submitted as formative assessments;
 - 17.3. Multimodal assessments, including elements such as visual presentations, mind map plans or flow diagrams;
 - 17.4. Asking students to mark or evaluate AI-generated materials or to assess the contribution of AI text to a piece of work;
 - 17.5. Providing an annotated bibliography to demonstrate sources of evidence used.
 - 17.6. Focusing where possible on current research, events, or activities.
- 18) Communicate with students about AI software tools as part of the wider conversation around academic integrity. This could include:
- 18.1. Making clear what you regard as a permissible use of AI as part of students' learning and assessment;
 - 18.2. Discussing what constitutes an assessment offence and why it has consequences;
 - 18.3. Discussing the capabilities and limitations of AI software;
 - 18.4. Exploring different ways AI-generated material can be acknowledged and attributed ethically and appropriately;
 - 18.5. Discussing how AI could lead to various forms of plagiarism, and how to avoid this.
 - 18.6. Signposting sources of support such as Birkbeck's [Learning Development Tutors](#) and other [study skills support](#).
- 19) There are several features that you can look out for when marking, which might indicate inappropriate use of AI-generated materials. These include:
- 19.1. Odd phrasing;

- 19.2. Florid, verbose or old-fashioned language;
- 19.3. Repetition;
- 19.4. Non sequiturs;
- 19.5. Poor referencing, false or contextually out of place references;
- 19.6. An unusually low Turnitin score;
- 19.7. A lack of direct quotation;
- 19.8. A mixture of UK and US spelling;
- 19.9. Superficial and descriptive overviews with no critical analysis.

Suspected misconduct

- 20) Students are not permitted to submit work for summative assessment that has been generated by a chatbot or AI tool. This includes any formats in which such work could be produced, including text, imagery, video, sound, animation or any other outputs. The only exception to will be where the course content explicitly permits the use of AI-generated work.
- 21) If you are suspected of using AI without acknowledging its use, the procedure for assessment offences set out in this policy will apply. The stage at which the case is handled will depend on the severity of the alleged offence and will be determined in line with the procedures set out in this policy.
- 22) If your work is identified as potentially containing unauthorised AI-generated content, a viva can be held in line with paragraphs 15-16 of the Academic Integrity Policy.
- 23) If your work is suspected of being wholly or largely AI-generated, your case will be escalated to Stage 3 in line with the procedure for cases of suspected contract cheating.

Useful resources

[Study Skills](#)

[National Centre for AI](#)

[UCL: AI, education and assessment – staff briefing](#)

[The Conversation: Major publishers are banning ChatGPT from being listed as an academic author. What's the big deal?](#)

[Time Higher Education: Eight ways to engage with AI writers in higher education](#)

[Turnitin: Guide for approaching AI-generated text in your classroom](#)

[Department for Education: Generating artificial intelligence in education](#)

[Birkbeck Sharepoint: AI Indicator coming to Turnitin Feedback Studio \(staff access only\)](#)