


ACADEMIC DEPARTMENT
GUIDELINE ON GENERATIVE ARTIFICIAL INTELLIGENCE USAGE IN STUDENT ASSESSMENT


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1. Introduction

Completing student assessments became more accessible with the rise of Generative AI (GenAI). The situation has challenged the current University Assessment Procedures, which alarmed the academic practice. This policy focused on guiding IBSUniversity Academics in dealing with GenAI.

The use of GenAI has an effect on the way students approached the assessment given by the Lecturer. It may have a risk of plagiarism and false information. It may also reduce the student's ability to draft their own thought, especially if they depend too much on GenAI. These are the issue that the guideline wish to address.

2. Purpose

To provide a guide on approaching the assessment work facilitated by GenAI.

3. Objectives

- 3.1 Set the responsibilities of the academics in dealing with assessments completed using GenAI.
- 3.2 Create guidelines that the academics can refer to when they receive an assessment with GenAI enhancement.
- 3.3 Promote the importance of the learning process, which contributes to the student's intellect.

4. Related Legislation, Regulation and Standards

- 4.1 Higher Education (General Provision) Act 2014 (section 112)
- 4.2 National Standards for Higher Education Institutional Registration (Standard no. 5)
- 4.3 IBSUniversity Academic Policy Manual (Part 2 section 2).


5. Scope

The guideline covers the assessments using GenAI to enhance or complete them. For other academic integrity issues, refer to Academic Policy Manual.

6. Definition of Terms

"Academic Integrity" is the expectation of the academic community where members should act honestly, reasonably, trustworthy, responsibly and respectfully.

"Assessment" is the process of evaluating learning outcomes, as reflected in the quality of a student's assignments, examination responses, and other kinds of assessment tasks relative to the standard expected.

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"GenAI" or Generative AI is a general broad label that describes several types of artificial intelligence used in creating novel and latest images, text, audio, video, codes or = mock data.

7. Roles and Responsibilities

7.1 Student

- a. Adhere to the instruction given by the Lecturer.
- b. Ensure that the assessment is their work, and acknowledge any artificial software used to enhance their task, if required.
- c. Follow the existing Academic Policy Manual and its supplemental guides.

7.2 Lecturer

- a. Design the assessments to ensure student intellectual progression.
- b. Reasonable assurance that the student can expose his skills and competencies using the assessment.
- c. Set clear guidelines and expectations for the assessment.
- d. Provide clear instructions on the use of GenAI
- e. Evaluate the authenticity of student work

7.3 Head of School

- a. Ensure the awareness of the Lecturers of the existing guidelines and policies affecting assessment.

7.4 Digital Learning Team

- a. Create modules and training materials and conduct workshops to ensure the academic team knows GenAI's capabilities.

7.5 People and Culture


- a. Ensure that the Academic and Digital Learning Team can tap experts in GenAI for their professional development.

7.6 Quality Assurance

- a. Perform a quality audit on the assessment process.
- b. Work with the academics to update and revise the existing policies and guidelines.

7.7 Pro-Vice-Chancellor (Academic)

- a. Lead on ensuring the academic team knows GenAI capabilities and their effect on assessments.

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8. Content

8.1 Awareness drive for the Academics.


- a. The Pro-Vice-Chancellor (Academic) must lead the awareness drive of the effect of GenAI in academic practices, particularly on assessment.
- b. Digital Learning Team must create modules and conduct workshops to ensure that the academics are aware of the effects of GenAI on their assessment.
- c. The Heads of Schools should facilitate in determining the training needs of the Lecturers in their respective school.
- d. The People and Culture Department will assist for the awareness drive through the human resource development programme.

8.2 Assessments preparation

- a. IBS University Academic Policy Manual s2.2F states that Lecturer needs to communicate with the student the following:
 - i. Students should be made aware of the following assessment requirements;
 - ii. Expectations of the assessment task;
- b. The Lecturer designs the assessment in their respective unit in which the student can showcase their knowledge without the aid of GenAI as much as possible.
- c. There should be clarity on whether or not the student is allowed to use GenAI for their assessment.
- d. The Lecturer should explicitly state in their assessment that GenAI usage can or cannot be used to enhance or complete their assignment.
- e. When the Lecturer allows GenAI usage in assessment preparation, the student must cite which GenAI software or application they used.
- f. Allowing the students to use GenAI should be justified by the Lecturers. The following can be the guide:
 - i. GenAI can further help the student to learn more about the unit;
 - ii. The student thinking process can improve and broaden using GenAI; and
 - iii. The practice of using GenAI is necessary to explore more about the topic.
- g. The above is only a guide, and the Academic Board needs to include further specific requirements in allowing students to use GenAI in assessment completion. The main principle is ensuring the student's work encourages intellectual development.
- h. All relevant provisions in designing the assessment can be referred to the Academic Policy Manual.

8.3 Detecting usage of GenAI in the assessment

- a. The Turnitin Software has an in-built AI detection capability. The Turnitin Software only provides suggestions that GenAI was used in completing the assessment but cannot tell whether or not the student used GenAI or the GenAI software.
- b. The Lecturer can run the assessment in several GenAI to test if generated there.


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8.4 The usage of GenAI and its influence on the assessment

- a. The Turnitin Software has an AI percentage report, which can guide the Lecturer in determining whether the student had used GenAI on their assignment or assessment.
- b. The Lecturer should refer to the disclosure statement from Turnitin regarding AI % before concluding that the student used GenAI for their assessment.
- c. The guideline for determining the extent of GenAI's influence on student assessment is below:
 - i. Minimal – Turnitin AI % report is below 30%.
 - ii. Adequate – Turnitin AI % report is between 31% to 50%.
 - iii. Significant – Turnitin AI % report is above 50%.
- d. The Student Misconduct Committee can revise the above percentage to fit the current situation.
- e. The Student Misconduct Committee must set the actions when there is an academic integrity breach. The following steps are similar to the plagiarism case set out in Academic Policy:
 - i. A mark of zero for the item of assessment in which 100% GenAI generated or if less than 100% proportionately marks will be deducted at the discretion of the Student Misconduct Committee unless allowed in the assessment.
 - ii. Failure or cancellation or refusal of grade for the unit in which the GenAI generated assessment occurred, if not allowed in the assessment instruction;
 - iii. Suspension from the University for a specified period if GenAI-generated assessment is not allowed in the assessment instruction; or
 - iv. Expulsion from the University for repeated usage of GenAI if the assessments in several units are not allowing it.
- f. For the minimal and adequate influence of GenAI in assessment, section 8.3e(i) is the recommended approach.
- g. For the significant influence of GenAI, section 8.3e(ii, iii & iv) are recommended, depending on the gravity of the breach.

8.5 Quality Assurance

- a. The Quality Assurance Department should work with the Academic and Digital Learning Team to continuously improve the guideline to ensure the quality of academic practice in IBSUniversity.
- b. From time to time, Quality Assurance Department must conduct surveys with academics and students on the GenAI effect in the curriculum.
- c. Undertake periodic reviews involving gathering feedback from academics and students, and revise the policy accordingly.

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