# Promoting ethical use of generative artificial intelligence in education: Guideline for UniSA Academic Integrity Officers

## Purpose

This document outlines the principles and considerations for UniSA Academic Integrity Officers (AIOs) when investigating alleged academic misconduct cases involving generative artificial intelligence (GenAI) tools. They reinforce UniSA's Academic Integrity Policy and Procedure for the management of academic integrity cases.

## Background

Anecdotal evidence from AIOs suggests that alleged academic misconduct cases investigated have risen in SP2 primarily due to the proliferation of GenAI tools. The Teaching Innovation Unit, who oversees the coordination of academic integrity at UniSA, facilitated a roundtable with AIOs in early May 2023 to discuss concerns and ways to deal with the rise of GenAI related cases.

The following Guidelines are based on the combined knowledge and experience of our AIO community who are at the forefront of managing cases where students have used GenAI substantially to complete their summative assessments.

There is an acknowledgement that reported cases of GenAI academic misconduct cases has escalated considerably. It was acknowledged that in the first instance cases should be treated with some leniency while this emerging issue is further understood.

### Governance

At UniSA, academic integrity is governed by the academic integrity Policy (AB-69) and Procedure (AB-69 P1). Whilst the policy does not cite GenAI specifically, it does define academic misconduct and states it can include:

> presenting/submitting academic work that has involved significant assistance from a third party (person(s) or application), unless this has been specifically allowed in the Course Outline

Whilst we have a single Policy and Procedure, and TIU Minimum Guidelines for Academic Integrity in Academic Units, each Academic Unit/UniSA Online have disciplinary approaches to managing the initial inquiry relating to a case involving GenAI.

To ensure consistency in the management of cases across UniSA, the Guidelines remind all staff, including AIOs, of the following:

- Minimum staff responsibilities are set out in Section B of the Academic Integrity Procedure (AB69-P1).
- The proposed responsibilities of AIOs are outlined in the TIU Minimum Guidelines for Academic Integrity in Academic Units.
- UniSA definition of academic misconduct, including examples is provided in the UniSA Academic Integrity Policy (AB69). The definition examples include provisions for significant assessment by a third party, person, or tool.

- Guidelines on the appropriate use of genAI in higher education that is aligned to the [Higher Education Standards Framework](#) (HESF) (2021) written by The Australasian Association of Academic Integrity (AAIN) and available on the [TEQSA website](#).

## Overarching Principles in Academic Integrity

- *Clear and consistent messaging is needed* – AIOs are aware of the impact of genAI on academic integrity but are not clear on the messaging to students.
- *Educative approach key* - AIOs take an educative view to work with students on the use of GenAI. AIOs will explain to students the ethical way of using genAI.
- *The definition of academic integrity remains the same* – students still need to achieve the outcomes of learning
- *The policy provides sufficient guidance and does not require further caution regarding GenAI.*
- *Transparency from students and staff required* – how GenAI is being used and when genAI can or cannot be used.
- *Procedural fairness* – it is important to provide students with a chance to engage in discussions regarding their academic work.

## GenAI academic misconduct

Students must submit work that is their own. and does not involve significant assistance from genAI tools (unless specifically required as part of the assessment). Students are expected to demonstrate knowledge, skills and understanding required of the course learning objectives. While genAI may be common in the future workplace, students need to develop a range of higher-order skills through course assessments.

Examples of misconduct involving GenAI tools include but are not limited to:

- Paraphrasing chunks of GenAI-generated content so the work is no longer the student's own.
- Presenting work that is wholly GenAI-generated (direct copying).
- Using genAI to complete parts of the assessment so that the work does not represent the student's own work (for example evaluations, analysis, calculations, discussions, literature reviews).
- Not acknowledging the use of GenAI.
- Submitting work with intentionally incomplete or misleading references  (Joint Council for Qualifications, 2023).

## Issues identified with written work presented to AIOs

- Referencing is non-existent or incorrect.  Text not very detailed, very repetitive in nature.
- Large swathes of generic content is evident.
- Written work put through a translator for example Grammarly.
- Structure of work is fairly standard.
- Fluency in the way the student expresses their understanding.

- Complex and coherence are not at the correct level.
- Lack of specific knowledge.
- Addition of warnings from GenAI explaining limits in its ability.
- Unusual use of conclusions throughout the text.
- Confidently incorrect statements (for example, where a statement is made that is known to be incorrect).

## Interviewing for cases of suspected misconduct using GenAI Cases

- Prior to the Initial Inquiry interview ask students to bring the resources they used to complete the assessment and their assessment drafts.
- During the interview, ask the student how they researched the assessment topic and the process they undertook to complete the assessment.
- Check how much students can demonstrate knowledge and learning and the outcomes of the assessment – ask them questions from the assessment (NOT from the course. AIO role is not to quiz them on their discipline knowledge).
- Need to identify the intent of students and whether they have had previous cases.
- Ask for internet search history and/or generate student logs from learn**online**.
- Check the depth and complexity the student has shown and compare with the responses you can generate from the genAI tools.  GenAI tools like ChatGPT still have limited access to all database and currently has no access to any academic databases.
- The TII genAI Detection Tool provides a useful insight into the author of the assessment. Such reports should be considered, a small part of the gathering process and should not be relied on as the sole means for determining academic misconduct.
- Do not ask GenAI software to determine if an assessment has been completed using GenAI.
- When a student is given an outcome *submit a corrected version,* the student should be reminded that the assessment has not been marked and may not receive a passing grade.

Where a student has been found to have academic misconduct using GenAI, consider the case based on the usual factors listed in Procedure (AB69 P1 point 10).


## Suggestions for AIOs:

- Create opportunities to discuss the impact of GenAI on specific assessment types.
- Refer academic staff to the guidance provided by the Provost & Chief Academic Officer.
- Engage in in training and professional development on GenAI in higher education.
- Forward case studies on determination of cases using GenAI to TIU to develop resource for AIOs.

## Suggested TIU actions:

- Collect and collate examples of how GenAI is being used in disciplines and how outcomes in cases of academic misconduct using GenAI are determined.
- Develop a checklist on what to look for when reviewing a case.

- Review all forms of assessment and evaluation to ensure that each element is fit for purpose.
- Reconsider our curriculum and how assessment design can be reviewed to reduce the misuse of GenAI and embed Authentic Assessment principles in assessment design.
- Review the relevance of curriculum.
- Provide training opportunities to all academic staff on working with GenAI.
- Develop awareness (with SEU) for students reminding them of their intrinsic purpose of education – a transformative educational experience achieved through comprehensive learning and understanding of subject.