LSHTM Statement on using Artificial Intelligence (AI) in Assessments

Version 1.1 (Updated September 2024)

Summary

- LSHTM recognises the potential for artificial intelligence (AI) to transform the way that students learn and the skills they need to succeed in their future careers. LSHTM is committed to critically exploring how AI can be used to enhance education.
- AI capabilities are changing rapidly, and as with all universities, we are building our understanding of AI and its impact on education. This guidance is subject to regular review and updating. This document sets out guidance on how students can use AI in their assessments. It was last updated in August 2024.
- You may use AI tools when producing assessments unless specific guidance is given otherwise. You must do so in ways that are consistent with the principles of academic integrity, professional responsibility and data security.
- You must clearly state how generative AI tools such as ChatGPT and Claude AI have been used, and direct quotes from AI generated output must be referenced.
- LSHTM's Academic Regulations clarify that submitting assessments that have not been produced by you is an assessment irregularity and may be investigated to determine whether academic misconduct has occurred.
- Any specific queries about AI use in assessments should be directed to the Module Organiser.

Introduction

LSHTM recognises that artificial intelligence (AI) tools have the potential to significantly change our learning, teaching, assessment and research practices. We recognise that as AI tools become ubiquitous in society, our graduates need to be equipped with the skills to use AI effectively, critically and ethically. As with all higher education institutions, we seek to pursue this ambition in a way that is consistent with the fundamental principle of academic integrity.

AI is developing rapidly. The higher education sector is in a period of change as it seeks to understand the impact of AI. As with all universities, our position on AI is subject to ongoing review and update. We welcome continuing input from the LSHTM community about how AI can positively influence our learning, teaching and assessment practices.

What is AI?

AI generally refers to the use of statistical algorithms to draw inferences from human data, often to generate output that resembles something a human has produced. A wide range of AI tools have been developed that are able to apply these algorithms to different tasks, such as generating text, searching and summarising literature, producing images, writing software code

and analysing data, among other tasks. This type of AI tool (for example ChatGPT, Microsoft Co-Pilot and Claude AI) is known as 'generative AI' because it can generate outputs such as text, code and images in response to user-provided prompts.

AI is also present in a variety of tools such as Grammarly, web browsers, Editor tools in Microsoft Office and Quillbot that support and enhance writing – they do not themselves generate outputs, but make editing suggestions (e.g. spelling, grammar and style) based on what has been written.

AI and academic integrity

We expect our academic community to act with honesty and integrity when completing assessments and undertaking summer projects in line with LSHTM Academic Regulations (Chapter 7: General Academic Regulations). These require, for example, that the work you produce is your own, and that you acknowledge the contributions of others (including generative AI tools) through accurate referencing. Work presented as your own, but instead produced by a generative AI tool, is considered fraudulent in professional situations. We all have a responsibility to ensure that generative AI tools are used in the learning process in a way that upholds academic and professional integrity. Maintaining this integrity requires careful human control and decision making over when and how generative AI is used.

Data management and AI

Across the many emerging generative AI platforms there are a variety of different terms of service including how any data or prompts that you provide are used and/or retained, and how these may be used to train future iterations of the models. In all interactions with AI tools, students should be mindful of these risks to confidentiality and data protection, and you should ensure that you remain compliant with best practices of data protection including UK GDPR legislation, and general good practice relating to intellectual property and copyright. You should never input materials produced by LSHTM, personal data or sensitive information into any AI platform. You should be aware that content created by others, for example academic papers, may be subject to copyright restrictions that prohibit you from entering them into an AI platform.

Can I use AI to help complete assessments?

Yes, unless it is specifically stated otherwise in the guidance you are given about assessments. When using AI tools, **you must do so in a way that upholds academic integrity**. The work you submit **must be your own**. It is important to remember that you, as the author, are responsible for the work you produce. Using AI effectively in your work is reliant on you taking a critical approach, and carefully reviewing the accuracy and appropriateness of any AI generated content or suggested changes to your content.

In general, **presenting work taken verbatim from other sources (i.e. copied directly without acknowledgement) is a form of academic misconduct**. This would be the case for presenting, without acknowledgment, work that has been generated for you using AI tools. Personation is:

> the creation or modification of academic work, either fully or partially, using
> unauthorised or undisclosed help. This could be from people (e.g. family, proofreaders,

essay mills) or technology (e.g. generative AI tools, translation software) without approval and/or acknowledgement.

<div align="right">Chapter 7: 7.2.4.5 in the LSHTM Academic Manual</div>

If AI tools are used to such an extent that you can no longer be considered the author of the work submitted for assessment, then this would be treated as academic misconduct in line with LSHTM regulations. Guidance on how to reference the use of AI tools is given below.

The use of non-generative AI (i.e. AI tools that are built into software and make editing suggestions to help improve the quality of the text; see 'What is AI?' above), **do not** need to be explicitly referenced or acknowledged. However, it is important to maintain a critical approach when responding to editing suggestions. Remember that you are responsible for the work you produce.

Approaches to acknowledging AI in assessments

If generative AI is used to support the completion of an assessment, we expect you to acknowledge how AI was used. This can be when directly quoting output from AI (although this is strongly discouraged, see 'Referencing AI sources' section below), or a general statement that recognises how AI has contributed to the assignment. If you have used AI tools to assist you in your research, you must explicitly state this in the methods. LSHTM may use technologies to review your work and to check for AI-generated content to detect misuse.

There are two ways to demonstrate that you have used AI in a responsible way in your assessments:

i.   Include references to direct quotes taken from AI, including links to AI prompts and responses;
ii.   Add a statement clarifying how AI has been used in your assessment.

Referencing AI sources

If you are quoting directly from AI-generated output, or paraphrasing content produced by a generative AI tool, you must cite it in the text. You should also include a link to the prompts. This example is based on the APA referencing guidelines:

* **Reference list**: OpenAI (2024) *Chat GPT* (July 20 version). https://chat.openai.com/ [Link to your prompts: https://chatgpt.com/share/.....]
* **In text**: 'OpenAI (2024)' *or* 'OpenAI, 2024'

Whilst it may occasionally be appropriate to cite AI tools if you are including direct quotes or are using a graphic or image generated by it, using indirect sources as references in support of factual statements is discouraged in academic writing. AI tools are not primary sources of information. You are expected to find primary sources, even if using AI tools to identify them, and to then verify their accuracy and cite the primary sources directly. More information about academic writing and referencing can be found in the LSHTM Academic Writing Handbook.

Statement to acknowledge AI use

If you have used AI to help with your assessments, a statement must be added at the end of the assessment, immediately before the reference list, to acknowledge how you have used it.

An example of how you must acknowledge the use of AI to help produce an assessment:

> *I used ChatGPT (OpenAI, 2024) to generate high-level ideas about the structure and content of this report. I asked ChatGPT to provide definitions of 'cellular immunological mechanisms' and 'humoral immunological mechanisms', confirmed the accuracy of these statements with an independent search of the academic literature, and used this to guide the content included in Section 2.*

If working in accordance with these guidelines, your assessments are unlikely to breach academic integrity guidance for the use of generative AI. The main principle is that you should be able to claim responsibility for the text produced, clearly acknowledging how generative AI has been used to support your work. The exact statement you write will depend on how you have used AI. If you are in any doubt, we encourage you to discuss this with your Module Organiser and / or Personal Tutor.

What are the potential benefits and risks of using AI?

Before using AI in your assessments, you should weigh up the relative benefits and risks. Those listed below reflect the current thinking within LSHTM (August 2024); however, these are likely to change rapidly as new AI tools are developed and the capabilities of current tools develop.

Some of the potentially beneficial uses of AI are:

- Overcoming 'writer's block' – generating some preliminary ideas or rough text that you can later refine and develop (a starting point)
- Providing ideas to help structure your research, or to create imagery or graphics
- Debugging or drafting code
- Searching, accessing, sorting and summarising academic literature
- Helping your understanding by defining or describing phrases / terms or concepts
- Helping to write a sample text in a particular style e.g. to a non-specialist audience, or to suggest editing revisions to a paragraph or section of text
- Revising writing structure and grammar – for example, if English is an additional language for you

Some of the potential limitations of using AI for assessments include:

- Some Large Language Models (LLMs) used as the basis for AI tools have only been trained on publicly available information and therefore often exclude scholarly literature, textbooks or other more reliable sources of information that you are expected to use when completing your assessments
- Many models cannot consistently distinguish between reality and fiction and may generate spurious 'facts' or false references (known as 'hallucinations')
- AI cannot make 'real' ethical, professional or moral judgments

- AI can produce biased output, or inappropriate and potentially offensive views. AI outputs may reproduce societal inequalities or reinforce stereotypes
- Some AI tools may not be able to access the most recently written materials, and it is not always clear what data have been used to train the AI – this may include copyrighted material
- Reliance on AI may limit the diversity of ideas in your answers, by favouring the most-represented examples from existing available sources
- AI-generated content can be non-specific, generic, repetitive, poorly written or inaccurate.

Potential benefits and limitations of using of AI

Beneficial uses of AI	Limitations of AI
Collating ideas from online material	Limited database - only uses publicly available information
Summarising and sorting literature	Unclear what data sources used; may be in breach of copyright
Overcoming 'writers block'	May limit the diversity of ideas
Helping with writing style	Content can be repetitive, poorly written or inaccurate
Helping to understand phrases or terms	May generate spurious facts or false references ('hallucinations')
Provides a helpful starting point for further analysis	Generates generic, shallow responses lacking depth of analysis
Debugging or drafting code	May produce inaccurate and/or biased outputs
Can help you think through scenarios and appropriate questions / prompts to ask	Cannot make ethical, professional or moral judgments
Providing ideas to structure research	Can demonstrate bias and offensive views
Translation of language	Voice / tone can sound inauthentic
Revising writing structure and grammar	Voice / tone can sound inauthentic
Bringing together large volumes of information and/or data quickly	Data used may be out of date or inaccurate

Special considerations for Research Degree Students (PhD, DrPH, MPhil)

Research degree students are expected to follow the general guidance on the use of AI for Assessments both for any modules or course work and materials used in assessment specific to the research degree programme, including but not limited to:

- Upgrading / DrPH Review documents and presentations
- Application materials, such as research proposals and personal statements, PhD by Prior Publication analytic commentary papers

- Dissertation, RS1 and RS2 materials

All Research Degree students should include appropriate acknowledgement of the use of AI in materials submitted or presented as part of their Research Degree assessments.

All material submitted as part of Research Degree assessment that are intended for publication in peer-review journals must comply with publishers' guidelines on the use and acknowledgement of AI. It is the student's responsibility to be aware of these guidelines and plan accordingly.

Research Degree students are expected to follow best practices on the appropriate use of AI in research and adhere to appropriate standard of research integrity at all stages of the research process.