

# LSHTM statement on using Artificial Intelligence (AI) in assessments

*Version 1.0 (Updated September 2023)*

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 ongoing 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 may have 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. This type of AI tool (for example ChatGPT, Google Bard, Bing Chat, DALL.E, Github Copilot) 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 as 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 research projects in line with the 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 through accurate referencing. This relates to professional integrity. If work, including research, is submitted or presented as your own, but instead was produced by an AI tool, this is considered fraud. Because generative AI tools can do some academic tasks, we all have a responsibility to ensure they are used in a way that upholds academic integrity.

### May I use AI to help complete assessments?

In general, submitting or presenting work that is not your own 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 (see Chapter 7: General Academic Regulations). However, there may be times when you are either asked or encouraged to use AI to help complete your assignment, in which case it is still considered good practice to acknowledge what content AI has produced. 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. As with any inputs that you have received, whether from humans or AI, it's 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.

### 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.

## Approaches to acknowledging AI in assignments

We expect you to acknowledge how AI has been used to help produce assignments. This can be when directly quoting output from AI, 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 should explicitly state this in the methods. LSHTM uses technologies to review students' work and to check for AI-generated content.

### Direct quotes

If you are quoting directly from AI-generated output, or paraphrasing content produced by a generative AI tool, you should cite it in the text. One example of how to do this is to use the APA guidelines:

Reference list: 'OpenAI (2023) Chat GPT (July 20 version) [Large Language Model]. <https://chat.openai.com/>'

In text: 'OpenAI (2023)' or 'OpenAI, 2023'

### Statement to acknowledge AI use

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

*I used ChatGPT (OpenAI, 2023) to produce a series of prompts 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', which I developed with a search of academic literature, to guide the content included in Section 2.*

The main principle is that you are acknowledging how generative AI has been used to support you to produce your work, as you would for any academic source. 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 consensus (August 2023); 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 'writers block' – producing some text that you can develop further
- Collating ideas from material that is available online – for example, summarising some key ideas to help structure a piece of work
- Debugging or drafting code
- Searching, accessing, summarising and sorting academic literature
- Helping define or describe phrases or terms
- Helping to write text in a particular style e.g. to a non-specialist audience
- Revising writing structure and grammar – for example, if English is an additional language for you
- Providing ideas to help structure your research, or to create imagery or graphics

### 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 demonstrate bias or inappropriate and potentially offensive views
- 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
- Overuse of AI may limit the diversity of ideas, by favouring the most-represented examples from existing available sources
- AI-generated content can be repetitive, poorly written 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.