Malta Business School

Guidance on the use of generative AI tools and software

for assessed learner work

Revision History			
Version Number	**Revision Date**	**Revised by**	**Summary of changes**
Version 0	07-08-2023	AZ, CC	Set up of document.
Version 1	10-10-2024	CC	Review with slight updates.
Version 2	01-10-2025	CC	Standard format to acknowledge use of AI tools included.

MBS Guidance on the use of Generative AI tools and software for Assessed Learner Work

1. Introduction

1.1 Generative Artificial Intelligence (AI) composition software refers to writing applications such as ChatGPT, Google Gemini and Claude and other AI tools which generates words and phrases, typically used in a sequence, to create language and text. This is a rapidly developing technological tool that has imposed concern on *the wider academic community and at Malta Business School.*

1.2 Assessed pieces of work require 'original' text, that is the writer's own and draws from reputable sources such as books, journals and articles which are acknowledged in the piece of work itself (using in-text referencing and giving full details in the section for references/bibliography).

2. AI and academic malpractice

2.1 Malta Business School recognises that there might be legitimate use of AI tools, for example to check spelling and/or grammar especially for learners with English as a second language. This is considered to be 'responsible use' of AI tools. However, cheating or attempting to cheat through the use of AI composition software (such as ChatGPT, Google Gemini and Claude) for assessed pieces of work (such as assignments) putting them forward as the learner's own work (and therefore without reference) is unacceptable and considered to be academic malpractice. Malta Business School expects all work submitted by learners for assessment submissions, to meet the academic standards as set out in the academic guidelines. Therefore, all work submitted must either be the learner's own work or must clearly acknowledge the source including any use of AI tools and software (such as spelling and grammar software).

2.2 The misuse of AI tools for course assessments is similar to receiving assistance from another person, or asking someone else to write the assignment, and raises the same concern that the work is not the learner' own. Copying content generated by AI tools is like copying from anywhere else without referencing and paraphrasing.

3. When is AI permitted?

3.1 AI is a tool that can be positively used to aid the learning process. It can be used:
- To help with grammar and spelling when writing.
- To clarify complex theories through the use of summarising.
- As a search tool to identify keywords or themes.
- To help build the structure of an assignment.

4. When is AI not permitted?

4.1 The underlying concept of academic integrity is that learners produce their own original work through independent thinking. AI composition software, therefore, cannot to be used to produce so-called original content that is attributed to a learner's authorship. This applies to all written pieces of work such as assignments, portfolios, and reports, which require reflection and critical analysis generated by the learner's *own* thinking.

4.2 Presenting written paragraphs of text generated by AI as your own work is a breach of academic integrity and therefore defined as academic misconduct. When academic misconduct occurs, a penalty is imposed.

5. Caution when using AI

5.1 AI software (such as ChatGPT, Google Gemini and Claude) does not differentiate between fact and fiction. It tends to use deceptive data and makes up its own information. This is referred to as AI hallucinations. For example, if it does not know a figure such as the latest profits of an organisation, it will insert a random number. It also produces references, and creates citations, to publications that do not exist. Such AI tools are therefore not to be trusted and information provided by such AI tools needs to be checked.

5.2 The initial low effort to write your assessments (such as an assignment) by using AI such as ChatGPT, Google Gemini and Claude implies hard work after to refine/change the content, provide references, and check the data.

5.3 It is also to be noted that AI software *may produce low-quality work.*

6. Learner questions to guide you

6.1 As a learner, if you are unsure about your use of generative AI software, you should be able to answer 'yes' to the following questions:
- Can you be truthful about which ideas are your own and which are derived from other sources such as ChatGPT, Google Gemini and Claude?
- Are you certain that you are not trying to gain an advantage by unfair means: for instance, by passing off content generated by a chatbot as your own?
- Are you confident that you are responsible for the content of your assignment and how this content was constructed?

7. What happens when AI academic malpractice is detected?

7.1 Academic pieces of work are randomly checked for academic malpractice including the use of AI composition software.

7.2 **If a submission has a high content of AI (considered to be 15% or more), your work will be returned to you unmarked. You will also receive an automatic fail for your submission and any resubmitted work will be capped at 50%.**

7.3 For further information about academic malpractice please refer to the '*MBS Academic Malpractice Policy*', the '*MBS Academic Misconduct Process*' and the '*MBS Academic Misconduct Process-visual*'.

8. Maintaining good academic practice

In order to maintain good academic practice and fairness in assessment, learners must acknowledge when they have used Generative AI technologies in the development of their work. This includes acknowledging how and when they have used the Generative AI tools. Normally, such a statement

should name each Generative AI tool used (providing a url for the tool) a description of each of the prompts or questions used, and all the outputs generated. It is each learner's responsibility to make it clear the extent and how a Generative AI tool has been used.

The acknowledgement should be included in the appendix (at the end of the work) and the following format to standardise acknowledgements adopted:
- Prompts used with <insert name of AI tool>: <provide a list of prompts used>
- Output generated: <include a copy of the outputs generated by the AI software>

If no acknowledgement is appended to the assessment, it will be assumed that Generative AI tools have not been used in the creation of the work. In such cases, if the School suspects that the outputs from Generative AI tools have been used the learner would be investigated under the terms of the MBS Academic Misconduct Policy.