Advisory Guidelines Pertaining to the Use of Generative AI Tools in Assessed Assignment Tasks

Summer 2025 | Summarised Version

Purpose

These guidelines align with HKBU's University-wide *Principles for the Use of Generative AI Tools in Teaching and Learning, and Assessment*. They support ethical, transparent, and effective use of GenAI tools in assessed assignments, while upholding academic integrity and promoting critical, ethical, and human-centred learning.

Guiding Principles

- **AI-Empowering**: Encourage responsible use of GenAI in academic work.
- **AI-Critical**: Promote informed scepticism and critical thinking.
- **AI-Ethical**: Emphasise transparency and integrity in AI-assisted work.
- **Build and sustain human uniqueness**: Value students' individual contributions and learning journeys.

Appropriate Use of GenAI Tools

If permitted by the course instructor, students may use GenAI tools when:

- Brainstorming or planning ideas
- Clarifying and defining concepts
- Tutoring and generating feedback on their own work
- Creating conceptual, visual, or other non-textual elements of their work.

Other uses are generally prohibited. All GenAI use must always be declared and acknowledged. Copying AI output without proper declaration, acknowledgement, and citation constitutes plagiarism.

Instructor Responsibilities

- Inform students of permitted and prohibited uses of GenAI in each course
- Include clear AI use statements in course syllabi and outlines
- Integrate AI literacy skills into assignments and rubrics
- Ensure assessment tasks meet CILOs and PILOs.

Redesigning Assessments

To adapt assessments for an AI-enabled environment, instructors are encouraged to:

- Embed GenAI in assignment tasks (e.g., for students' own reflection on, or critique of, GenAI performance)
- Require staged, iterative, or in-class assignment tasks and submissions
- Incorporate verbal components, discussion, and peer review

- Focus on authentic, contextualised, and sustainable assessments
- Allow multiple formats (e.g., video, multimedia, reports)
- Redesign rubrics to reflect AI-integrated tasks.

Transparency and Acknowledgement

Students must declare AI use in assignments and describe:

- **What** tools were used
- **How** and **why** they were used
- **What** was learned through the process.

Declaration and acknowledgement templates are provided by the University.

Academic Integrity and Misuse

Improper uses include:

- Presenting AI-generated work as one's own
- Editing AI-created images or content without disclosure.

Suspected misuse will be handled under existing academic integrity guidelines. Instructors may request, for example:

- AI usage records
- Early draft versions
- Oral explanation of the work.

AI detection tools may support, but not replace, professional academic judgment. Instructors use a number of screening methods to identify academic misconduct, fraudulent work or citations, or work that fails to meet academic standards. This includes manual review as well as the use of automated tools. Assessments are not made solely on the basis of automated tools.

Additional Considerations

- **Citing AI:** Use standard citation styles when referencing AI-generated content.
- **Publishing:** Follow COPE guidelines and publisher rules for AI usage.
- **Privacy & IP:** Avoid uploading sensitive or copyrighted materials to GenAI tools.
- **Equity:** Be mindful of different GenAI tools' performance, errors in output, and accessibility and data privacy concerns.
- **Environment:** Be mindful of the environmental impact of AI use.

For further advice, please consult the EdTech Resources Hub, your course syllabus, and speak to your instructor.

Prepared by the e-Learning Committee
Last updated: May 2025