Generative Artificial Intelligence at Mazenod College

We are committed to Generative Artificial Intelligence (AI) being applied in an ethical manner at Mazenod College in learning and assessment.

1. What is Generative AI?

At Mazenod College we acknowledge that AI technologies have the potential to significantly enhance student learning and engagement. We recognise the priority to protect student privacy and ensuring the ethical use of these technologies.

'Generative AI is a type of computer-based model that can generate new content, such as text, images, audio, and video. It utilises machine learning, a process in which it is trained to recognise complex patterns in large data sets, producing outputs that can closely resemble human-generated content, without further explicit programming.' (Australian Framework for Generative Artificial Intelligence in Schools – Commonwealth of Australia, 2023)

2. Generative AI in learning

Generative AI may be used as a tool for learning processes in our classrooms in research, writing, production and language assistance.

We acknowledge the potential benefits of using AI and in so doing recognise the importance of protecting student privacy and integrity in work completion.

AI technologies have the potential to support differentiated learning and help teachers identify areas where they can offer accessible resources for all students. They can also support research and writing activities and provide opportunities for students to develop skills related to critical thinking, problem-solving, and digital literacy.

3. Generative AI in Assessment

In terms of Assessment, we are committed to applying the following four points:

1. Students are responsible for **verifying** the accuracy and validity of information generated by AI tools, including ChatGPT, with other sources.

2. Students must **reference** using teacher-approved citation structures for Generative AI such as APA 7th, Harvard etc. The method of referencing is specific to each Learning Area. An example from Curtin University is given at the end of this document.

3. **Plagiarism**, including the submission of work that is not original, will not be tolerated and will result in appropriate consequences as outlined in the Assessment Policy.

4. The **extent** to which Generative AI may be used in an assessment task, will fall within five levels as seen in the table below (which is adapted from Furze et al (2024, p. 4))[i]. Assessment task sheets will include the required extent for each task.

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	Extent of Generative AI use	Clarification
1	**No AI** AI must not be used at any point during the assessment.	The assessment is completed entirely without AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skill.
2	**AI-Assisted idea generation and structuring** No AI content is allowed in the final submission.	AI can be used in the assessment for brainstorming, creating structures, and generating idea for improving work.
3	**AI-Assisted editing** AI can be used, but your original work with no AI content must be provided in an appendix.	AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content car be created using AI.
4	**AI Task completion, human evaluation** You will use AI to complete specified tasks in your assessment. Any AI created content must be cited	AI is used to complete certain elements of the task, with students providing discussion or commentary on the AI-generated content. This level requires critical engagement with AI-generated content and evaluating its output.
5	**Full AI** You may use AI throughout your assessment to support your own work and do not have to specify which content is AI generated.	AI should be used as a "co-pilot" to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity.

4. Example of citation for Generative AI[ii]

In the APA style, when you have quoted or paraphrased text generated by an AI, you must include an in-text citation and reference list entry acknowledging the tool you have used.

In-text citation

Provide the author of the tool (e.g. OpenAI) and the year of the version used.

(OpenAI, 2023).

Or

According to OpenAI (2023)…

If quoting:

Use quotation marks to distinguish between your own words and the words generated by the tool:

Dogs and cats represent the most common pets in Australia; however, there is some debate as to which is better. "Some people may prefer dogs because they are considered to be more loyal and protective, while others may prefer cats because they are independent and low maintenance" (OpenAI, 2023).

Reference list

Reference components

Author of Tool. (Year). *Name of Tool in Italics* (version of tool) [Type of model]. URL

Reference list example

OpenAI. (2023). *ChatGPT* (May 24 version) [Large language model]. https://chat.openai.com/chat

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Declaration

Ensure the prompt used is included in the declaration.

Multiple sources

If the GenAI text discusses any theories or specific ideas, you should include additional source(s) as evidence that these are supported by scholarly research. Include the sources in the same set of brackets, ordered alphabetically. Separate the citations with semi-colons:

The development of creative skills can offer a range of benefits, including enhancing problem-solving by encouraging divergent, out-of-the-box thinking (OpenAI, 2023; Sweller, 2009).

Provide a reference list entry for each source, following the appropriate format (journal article, book, webpage etc.).

Ensure the prompt used is included in the declaration.
Review

5. Review History

Year	Reviewed by:	Amendments / Review
2024	College Leadership Team	Document development

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[i] Furze, L., Perkins, M., Roe, J., MacVaugh, J., "The AI Assessment Scale (A(AS) in Action: A pilot implementation of GenAI Supported Assessment". 2403.14692 (arxiv.org)
[ii] Other sources - APA 7th referencing - UniSkills - Curtin Library

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