LLMs such as GPT3 have been trained with vast databases to write coherent text in a particular style according to the instructions given by the user. The LLMs can be accessed through tools such as ChatGPT. These innovative tools have already found wide application in many workplaces but for higher education providers it presents a particular challenge for academic integrity if students choose to present the output of LLMs as their own work.

Assessments generated by the software tools used by LLMs may take the form of coursework such as essays and dissertations, but also projects, presentations, computer source code and other forms of assessment that require text-based responses. The same request can be made multiple times and different outputs will be generated each time. Due to the way LLMs generate textual responses, work created in this way can be difficult to identify and cannot be picked up by more traditional plagiarism detection tools.

-                               - engage early with students to provide information about the capabilities and limitations of AI software tools (such as inappropriate forms of citation and referencing and implicit bias) and how indiscriminate use may not only harm the quality of their education, but also undermine confidence in the qualification they are working towards.

- - update any existing student declarations that accompany submissions for assessment so students certify that it is their own work, all sources are correctly attributed and the contribution of any assistive technologies is fully acknowledged.

- - reflect on whether your current policies and practices that cover academic misconduct for students submitting assessed work can be adjusted and updated to include submissions produced by LLMs.

- - engage with students and staff on the benefits of authentic and innovative forms of assessment that will not rely on investing in software to detect text generated by LLMs and other AI sources. This represents an opportunity to partner with students and build trust in assessment processes that are co-created, iterative and supportive of critical thinking.

- - be cautious in your use of tools that claim to detect text generated by AI and advise staff of the institutional position. The output from these tools is unverified and there is evidence that some text generated by AI evades detection. In addition, students may not have given permission to upload their work to these tools or agreed how their data will be stored.

A roundup of resources and activities relating to assessment - Innovation in assessment and feedback - the QAA way (office.com)