

## Assessment Guidance

### Assessment Support

Specific support sessions for this assessment will be provided by the module team and notified through NILE. You can also access individual support and guidance for your assessments from Library and Learning Services. You can access a range of different services to support you with the skills you need to complete your assessment.

<https://www.northampton.ac.uk/student-life/support/academic-support/>

You may also visit the [Skills Hub](#) to discover the online support resources to support your assessments and academic skills.

### Use of Generative AI within assessments at UON

#### AI for students: 10 things you need to know



**What is Artificial Intelligence (AI)?** AI is technology designed to perform tasks normally associated with human intelligence. Algorithms are trained on huge data sets, and can predict patterns, make recommendations and learn to improve accuracy over time. AI can be used as a tool for creativity and productivity in several ways – generating content, design suggestions and innovative solutions.



**Generative AI** creates content in response to a written prompt. Based on a 'large language model' chatbots let you ask questions and get advanced answers in a conversational style – the most famous of these is ChatGPT from Open AI. This can be really helpful to help you plan a piece of writing or get over writer's block – you can also check out Microsoft's Copilot for this. Think of AI as your collaborator.



**AI can also generate images & more** DALL-E and MidJourney (which you have to use in conjunction with Discord) can be used to create amazing AI-generated art – great for mock-ups – and yes there is skill involved in writing sophisticated prompts to get great outcomes. There are many other applications of AI beyond words and images – AI can also be used to write code, create music and do mathematical calculations.



**Understanding AI in your Field.** Explore how AI is being applied in your specific field of study. Whether it's healthcare, finance, marketing, or any other domain, AI is likely to have an impact, and knowing its potential applications can give you a competitive edge as it is such a hot topic. Searching relevant trade magazines for articles on AI should let you know what's going on in your sector.



**AI and the Job Market.** Recognise how AI is transforming the job market. Some jobs may be automated, while new roles in AI development, data analysis, and AI ethics may emerge. Be prepared for the evolving job landscape. Understand the concept of human-AI collaboration. As AI becomes more prevalent, knowing how to work effectively with AI systems will become a valuable skill. This is a rapidly evolving field so stay updated with the latest developments, research, and breakthroughs in AI to remain current and relevant in your studies and future career.



**Decide whether to invest.** The reality is that online tools including AI apps typically have a free 'entry level' and then a subscription model which unlocks more functionality. Other tools are entirely behind a paywall. Try and do your experimentation with free versions before taking the plunge. We all know how those subscriptions mount up.



**Ethical Considerations.** AI can have far-reaching consequences, both positive and negative. Students should be aware of the ethical implications of AI, including issues related to bias, privacy, transparency, and accountability. Be ready to have these conversations in industry too. Be careful what you put into AI – don't put confidential information into AI tools as they are not secure.



**Is it cheating?** Sometimes. You need to understand whether you are permitted to (or even required to) use AI in your university assessed tasks, and what you need to declare/acknowledge/reference if you do so. This may differ from task to task so before you use AI for university work you should check the assignment brief so you know where you stand on this. Cutting and pasting chunks of text from ChatGPT is likely to contravene the Academic Integrity Policy unless you have been explicitly told to do so. Check the University of Northampton Guidance on Generative AI (GenAI) webpage using the link below.



**Built-in AI.** You have probably already used AI without knowing it. It is increasingly built into online tools, offering you suggestions to improve your work, from Grammarly to Canva, Word, Excel and even Outlook Emails. It is affecting your social media feeds, the way you interact with Google, Apple, Amazon and Netflix.



**Limitations of AI.** While AI is powerful, it has its limitations. Understand what AI can and cannot do to avoid overestimating its capabilities or relying on it in inappropriate situations. AI is not actually intelligent! You will need to ask the right questions, and sense check/cross reference the output with other peer-reviewed sources and your own knowledge on a topic – especially as the output can look very real. Ask the wrong question, and you'll just create well-written garbage!

[Please access the following webpage for further information on the University of Northampton's position on the use of AI within academic work.](#)

## **Generative AI and university work**

Some uses of Generative AI may be deemed as unethical in your assessment. Please read the following infographic to understand the difference between ethical and unethical use of Generative AI.

### **Ethical Use**

#### **Starting Work**

- Explaining complex concepts simply
- Generating ideas as a starting point
- Brainstorming to provide different perspectives
- Helping to locate sources
- Supporting the planning of a piece of work

#### **Creating things**

- Generating content or artefacts if the assignment brief permits AI collaboration, and you clearly acknowledge its use
- Creating flash cards or other revision resources

#### **Checking work**

- Can make suggestions to improve grammar or formatting
- Can provide correct referencing and in-text citations advice
- Can provide instant feedback on work to improve quality before submission

### **Unethical Use**

#### **Plagiarism**

Using AI-generated content verbatim/ exactly as outputted without proper citation or presenting AI-generated work as your own is unethical and is plagiarism. This would be the same if you took a definition from a Google search.

#### **Assignment outsourcing**

Using AI to create assignments, essays or projects without any personal input or understanding undermines the learning process and is considered academic dishonesty. This is the same as a tutor or friend creating your work for you and you claiming it as your own.

#### **Misrepresenting abilities**

Using generative AI to complete tasks that are beyond your understanding and presenting the results as your own. This is the same as copying someone's assessment or paragraph and tweaking it to make it look different.

## Improper references

Sourcing references via AI and not checking the validity and relevance of the information by going to the source text. Claiming you used a source when you didn't – you got it from ChatGPT. AI tools are notorious for faking references.

Please check with your module team for further guidance on the allowable use of Generative AI within your assignment.

There are three categories of Generative AI use within your assignments at University of Northampton:

Category 1: No GenAI allowed
Category 2: GenAI can be used in an assistive role
Category 3: GenAI is an integral part of assessment

[Please access the following guidance webpage from University of Northampton on the use of Generative AI within assessments, and to access the GenAI Acknowledgement Generator.](#)

## Academic Integrity and Misconduct

Unless this is a group assessment, the work you produce must be your own, with work taken from any other source properly referenced and attributed. This means that it is an infringement of academic integrity and, therefore, academic misconduct to ask someone else to carry out all or some of the work for you, whether paid or unpaid, or to use the work of another student whether current or previously submitted.

For further guidance on what constitutes plagiarism, contract cheating or collusion, inappropriate use of Generative AI, or any other infringement of academic integrity, please read the University's [Academic Integrity and Misconduct Policy](#). Other useful resources to help with understanding academic integrity are available from [UNPAC - the University of Northampton's Plagiarism Avoidance Course](#).

**N.B. The penalties for academic misconduct are severe and include failing the assessment, failing the module and even expulsion from the university.**

## Assessment Submission

To submit your work **electronically**, please go to the 'Assessment and submission' area on the NILE site and use the relevant submission point to upload the assignment deliverable. The deadline for this is 11.59pm (UK local time) on the date of submission. Please note that Essays and text-based reports should be submitted as Microsoft Word documents (.doc or .docx), or as guided within the assignment.

Written work submitted to [Turnitin](#) will be subject to anti-plagiarism detection software. Turnitin checks student work for possible textual matches against internet available resources and its own proprietary database.

When you upload your work correctly to Turnitin you will receive a receipt which is your record and proof of submission. If your assessment is not submitted to Turnitin, rather than a receipt, you will see a green banner at the top of the screen that denotes successful submission.

**N.B Work emailed directly to your tutor will not be marked.**

### **Late submission of work**

For **first assignment submission window (first sit)**, if an item of assessment is submitted late and an extension has not been granted, the following will apply:

- Within seven days of the original deadline – work will be marked and returned with full feedback and awarded a mark limited to the minimum pass mark.
- More than seven days from original deadline – work will not be accepted, and a mark of Non-Submission will be awarded.

For **resits** there are no allowances for work submitted late and it will be treated as a non-submission.

Please see the [Assessment and Feedback Policy](#) for full information on the processes related to assessment, grading and feedback, including anonymous marking/grading. **DO NOT** add your name to you submitted work, **ONLY** include your student number, unless otherwise advised.

### **Mitigating Circumstances and Extensions**

For full guidance on Mitigating Circumstances and Extensions please visit the [Mitigating Circumstances](#) webpages on the Student Hub where you will find information on the policy as well as guidance and the form for making an application. Please also see [Mitigating Circumstances & Extensions guidance](#).

Please note, however, that an application to defer an assessment on the grounds of mitigating circumstances should normally be made in advance of the submission deadline or examination date.

### **Feedback and Marking**

Feedback on your work and the mark can be accessed through clicking on the “Gradebook” on Module’s NILE site. Feedback comments will be provided in Turnitin where appropriate, which you can access via the Gradebook link on the NILE site, and clicking on your submitted work. You can also access it from the link used to originally submit the work in the submission point within Assessments and submission.

### **Academic Regulations**

Please access the [Academic Regulations](#) page for more information.

## Marking Rubric template

<b>Learning Outcomes addressed through this assignment...</b>	<b>No submission / no evidence</b> <i>Work submitted is of no academic value / nothing submitted.</i>	<b>Fail</b> <i>Evidence included or provided but missing some very important aspects.</i>	<b>Pass</b> <i>Of satisfactory quality, demonstrating evidence of achieving the requirements of the learning outcomes.</i>	<b>Commended</b> <i>Of sound quality, demonstrating evidence which is sufficient and appropriate to the task or activity.</i>	<b>Merit</b> <i>Of high quality, demonstrating evidence which is rigorous and convincing, appropriate to the task or activity.</i>	<b>Distinction</b> <i>Of very high quality, demonstrating evidence which is strong, robust and consistent, appropriate to the task or activity.</i>
<b>LO A</b>	No attempt to address the learning outcome					
<b>LO C</b>	No attempt to address the learning outcome					
<b>Academic / Professional quality</b>	Unsatisfactory command of academic / professional conventions appropriate to the discipline.	Poor command of academic / professional conventions appropriate to the discipline.	Satisfactory command of academic / professional conventions appropriate to the discipline.	Sound command of academic / professional conventions sufficient and appropriate to the discipline.	Rigorous command of academic / professional conventions appropriate to the discipline.	Authoritative command of academic / professional conventions appropriate to the discipline.