Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

AI in Assessment

Mae'r ddogfen hon ar gael yn Gymraeg ac yn Saesneg | This document is available in Welsh and English

Updated May 2025

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Introduction

This is a supporting document to the UWTSD Learning and Teaching Generative Artificial Intelligence Guidance.

Use of Generative AI in Assessment

Every module leader should consider what is the right level of Generative AI support for the specific assessment. Considering the options below, and what is best for the learners and assessment in the module, the module leader will identify the appropriate use(s) of AI in each assessment. The module leader will ensure that the students know in good time, and are provided with appropriate guidance.

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.
WRITING	For this assessment, you can use Generative AI to create text for submission.
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.
PROGRAMING	For this assessment, you can use Generative AI to create and check code.
NONE	For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.

Allowable Uses of Artificial Intelligence – General Guidance for Students

This part of the AI Guidance for Students identifies the allowable uses of AI that relate to your study in general terms, including general allowable uses of AI for assessment purposes.

Further uses of AI in Assessment beyond what is included in this General Guidance depend upon the specific module and assessment specification. Please check the particulars with your lecturer.

Remember always to keep a copy of your drafts, notes and other resources you used, before and after the use of AI tools. If there is suspicion of use of AI tools beyond what was specified for the particular assignment, you will be asked to provide previous drafts and notes.

Ensure that you have completed the UWTSD LLR's Infoskils unit on Artificial Intelligence before using any AI tools as part of your studies and assessment: Tile: Generative AI | Library Infoskills | Home

Allowable uses in studying (not assessment)

You can use AI tools to assist you in your studies in a way which best suits your needs and discipline, as long as you do it in an ethical and considered manner.

Summarise and Interrogate Content

We all know that no summary can do justice to an article or a book chapter; not even that written by the author themselves.

However, summaries and content identification can help in finding the right material to read on any given subject. Before AI, that meant reading abstracts, skim-reading articles, working through book indices, etc.

You are allowed to use AI tools to create summaries, ask specific questions to avoid skim-reading and find relevant references and materials to guide your exploration of a subject.

Suggested AI Tool: UWTSD Library's AI Assistant

Other useful tools:

- SCISPACE
- Otio
- Consensus
- Elicit

You cannot and must not simply prompt an AI tool to deliver you with the relevant research on a subject, and include this 'generated' material in your work. If you do not access the research of others yourself, you can never be certain that you have fully understood it, nor can you ensure that its representation is correct. Always check any results of AI tools; AI tools do make mistakes and can be inaccurate. Remember to check the source materials that the AI tools

Allowable uses in studying and assessment

The uses below are allowed across all modules and assessments. Further use of AI tools in assessment is specified in the assessment specification for the assignment/module.

Ensure that you check the assessment specification for allowable uses of AI tools in addition to these!

Create a Bibliography

You are allowed to use appropriate AI tools to help you find relevant books, articles and online resources on your topic.

Suggested AI Tool: UWTSD Library's AI Assistant

Other useful tools:

- Google Scholar
- SCISPACE
- SemanticScholar

You cannot and must not simply prompt an AI tool to deliver you with the relevant research on a subject, and include this 'generated' material in your work. If you do not access the research of others yourself, you can never be certain that you have fully understood it, nor can you ensure that its representation is correct. Ensure that you check any references or citations produced by these AI tools; correct referencing is your responsibility.

Note Organisation

You are allowed to use AI tools to store and interlink notes, create mindmaps and tag resources and ideas.

Useful tools:

- Obsidian
- Kumu

Citation Formatting

You are allowed to use AI tools to manage references and format references and bibliographies.

Suggested AI Tool: Refworks

Note that all UWTSD students have access to Refworks via the Library. You can find out more about using Refworks in the UWTSD Digicentre.

Other useful tools:

- Zotero
- Endnote
- Mendeley

Basic Proofreading

You can use integrated tools like Microsoft Editor, or a specialised tool, like Grammarly (not including the Grammarly Generative AI Assistant), to check for grammar, spelling and readability.

It is essential that you decide whether you want to implement the changes suggested by the Editor tool.

It is very important that you understand the suggestions and changes that any editorial tool gives you as options. If you do not understand the change, then how can you know that it is correct?

*Basic Proofreading: What you **cannot** do*

You cannot ask a Generative Artificial Intelligence (GAI) tool to create text for you or allow it to rewrite, expand or change beyond recognition your own text.

So, you cannot use prompts like:

- Tell me why Athens was the most powerful polity in the classical period
- Write a paragraph on why Athens was powerful
- Continue this text.

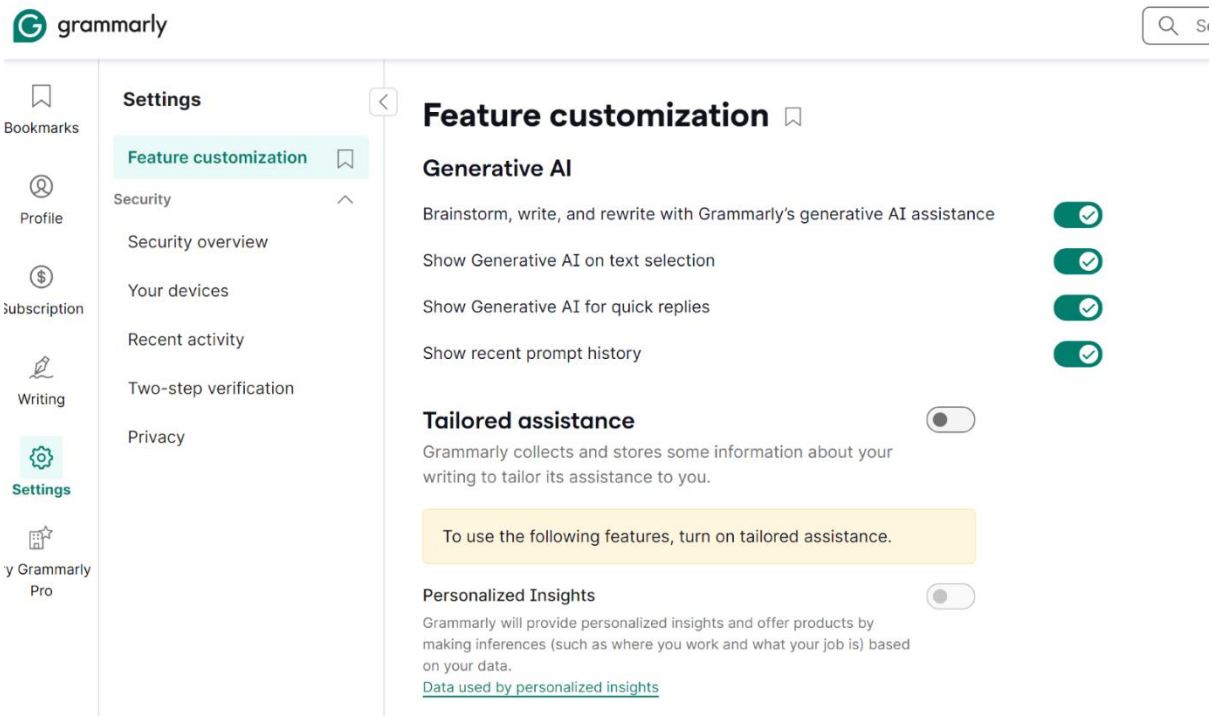
You also cannot ask a GAI tool to rephrase text that you did not write yourself, such as from a book, article, internet source, or indeed AI-generated text.

Further, you cannot ask a GAI tool to rephrase or paraphrase text that another person has written.

Basic Proofreading: Grammarly

Grammarly has a number of optional Generative AI features. These are **not** included in this allowable use of AI for basic proofreading.

You can turn off the Grammarly Generative AI features by opening your account settings, going to the Feature customisation page, and switching off the generative AI settings.



Example: Allowable Use of Basic Proofreading (Grammarly)

You can use the Review Suggestions option on Grammarly, if you ensure that AI assistance is turned off in Settings.

In the example below, you can see that the Grammarly suggestions under “Correctness” and “Clarity” are acceptable under Basic Proofreading.

But, any Grammarly suggestions under the “Write with Generative AI” tab are not allowed.

Students are expected to:

Take part in learning opportunities to support AI literacy, understanding of ethical and otherconsiderations in relation to artificial intelligence, and th epotneital future developments and uses of articificial intelligence. Ensure the academic integrity of their wokr and the ethical and appropriate use of artificial intelligene, including that trying to claim AI-generated content as their own is considered academic misconduct.

B I U | H1 H2 | | | | 63 words

Review suggestions

Correctness | Clarity | Engagement

Pro suggestions 1

Correctness · Correct your spelling

...ethical and ~~otherconsiderations~~ **other considerations** in relation...

Accept Dismiss

Change the wording
in relation to

Correct your spelling
th

Correct your spelling
epotneital

Correct your spelling
articificial

Correct your spelling
wokr

RESEARCH with AI (Updated May 2025)

For this assessment, you can use Generative AI to support you in research and data analysis.

Your lecturer, tutor or supervisor may specify the use of particular tools/elements of tools under this allowable use of AI.

Remember always to keep a copy of your drafts, notes and other resources you used, before and after the use of AI tools. If there is suspicion of use of AI tools beyond what was specified for the particular assignment, you will be asked to provide previous drafts and notes.

What you can do: Data Cleaning and Automation

- You can use AI tools to support quantitative data cleaning
- You can use AI tools to automate tasks and normalise datasets

What you can do: Data Analysis

- You can use AI tools to support quantitative data analysis, including coding support and complex data analysis.
- You can use AI tools to code and analyse text data, such as primary research data, ex. survey responses, interviews, etc, and secondary research data, such as reviews, articles, etc.
- You can use machine learning tools to model and predict trends based on your data.
- You can use AI tools to analyse textual data for themes, trends, sentiments, etc.
- You can use AI tools to create visualisations

It is imperative that you consider the ethical and legal implications of the use of AI tools when handling sensitive data. **Ensure that you always check your work and results; AI tools can be inaccurate.**

Make sure that you check the Terms and Conditions of all AI platforms that you use. Please ensure that any sensitive or confidential information or data are not used (accidentally or deliberately) to train AI models, made available publicly or contravene GDPR requirements.

Note specifically:

- Implement robust data security measures to protect sensitive information from unauthorized access or breaches.
- Be aware of potential biases in AI models and strive to ensure fairness and equity in AI outcomes.
- Maintain transparency in AI processes and decisions to build trust and accountability.

- Regularly monitor and audit AI systems to ensure they remain compliant with ethical standards and legal requirements.
- Obtain explicit consent from users before using their data in AI applications.

What you cannot do

You **cannot and must not** simply prompt an AI tool to write on the topic of your assignment.

Let's assume that your title is: "In your considered opinion, why is Athens considered to be the most powerful polity in the classical period".

You **cannot and must not** input a prompt like this to an AI tool:

- Tell me why Athens was the most powerful polity in the classical period
- Write a paragraph on why Athens was powerful

Why should you not do this?

If you do this, then the text is no longer your product; it is not your own work. If you submit work that is not your own, then you will be committing **academic misconduct,** which carries severe penalties.

You **cannot and must not** simply prompt an AI tool to deliver you with the relevant research on a subject, and include this material in your work. If you do not access the research of others yourself, you can never be certain that you have fully understood it, nor can you ensure that its representation is correct.

Remember always to keep a copy of your drafts, notes and other resources you used, before and after the use of AI tools. If there is suspicion of use of AI tools beyond what was specified for the particular assignment, you will be asked to provide previous drafts and notes.

STRUCTURE with AI

For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.

Remember always to keep a copy of your drafts, notes and other resources you used, before and after the use of AI tools. If there is suspicion of use of AI tools beyond what was specified for the particular assignment, you will be asked to provide previous drafts and notes.

What you cannot do

You **cannot and must not** simply prompt an AI tool to write on the topic of your assignment.

Let's assume that your title is: "In your considered opinion, why is Athens considered to be the most powerful polity in the classical period".

You **cannot and must not** input a prompt like this to an AI tool:

- Tell me why Athens was the most powerful polity in the classical period
- Write a paragraph on why Athens was powerful

Why not do this? If you do this, then the text is no longer your product. If you submit work that is not your own, then you will be committing **academic misconduct,** which carries severe penalties.

What you can do: Ask for Structure Information and Suggestions

If you find that you are unsure about what a structure for a piece of work should look like, you can get help from an AI tool.

You can use prompts like:

- "Can you please advise me on how to structure an essay?"
- "Can you advise me on how to structure a PowerPoint presentation? Thank you."
- "I have been asked to create/write a XXX. Can you tell me what that is and suggest what a good structure for it would be?"
    - This prompt is if you are not sure about the type of assessment you have been asked to create/write.

What you can do: Ask for Structure Advice

If you are stuck on how to structure your work, you can ask for help from an AI tool.

It is essential that you have already completed your research for the work, so that you can provide the required guidance to the AI tool. So, you need to create a bibliography, do the necessary reading, consider how you wish to answer the question, what are the main points you want to argue, etc.

Again, let's assume that your title is: "In your considered opinion, why is Athens considered to be the most powerful polity in the classical period".

From your research, you have concluded that you think that Athens was most powerful because of its military power due to its large navy, and its economic power, due to its silver mines. At the same time, you have realised that you must define what “powerful” means in this case, and you must provide some evidence as to why Athens can be consider the most powerful polity in the period.

You need to include these in your prompt to the AI tool.

Example prompt: “My essay title is: “In your considered opinion, why is Athens considered to be the most powerful polity in the classical period”. My main points are that athens was powerful because of its superior navy and its economic power because of its silver mines. I also want to discuss what “powerful” means in this case and explain why Athens can be considered the most powerful polity in the period. can you suggest a good structure?”

Using Claude.ai

Using the prompt above on Claude.ai, we get the following response:

“Here is a suggested outline for your essay:

Introduction
- Background on Athens and the classical period in Greece
- Paragraph defining "powerful" in the context of ancient Greek city-states

Thesis statement: Athens was the most powerful city-state in Greece during the classical period due to its superior naval force and economic wealth from its silver mines.

Body paragraph 1
- Topic sentence on Athens having the strongest navy in Greece
- Examples of naval power - fleet size, victories, control of trade
- Impact of naval dominance on Athens' influence

Body paragraph 2
- Topic sentence on Athens' wealth from silver mines
- Details on the silver mines - location, production levels, revenue generated
- How wealth from mines funded Athenian military and growth

Body paragraph 3
- Topic sentence on how naval power and economic resources made Athens the most influential city-state
- Ways Athens leveraged its naval and economic power for political gains
- Athens’ cultural and intellectual achievements stemming from its power

Conclusion
- Restate thesis on Athens as the most powerful Greek polity
- Summarize key points on naval might and silver mines
- Paragraph on why Athens can be considered the most powerful city-state in classical Greece
- Concluding statement on Athens' legacy and impact on history

Let me know if you would like me to modify or expand on this outline further.”

For the same topic, but for an oral presentation, Claude.ai responded as follows:

“Here is a suggested PowerPoint structure for your presentation on why Athens was the most powerful polity in classical Greece:

Slide 1: Title slide
- Title: "Athens: The Most Powerful Polity in Classical Greece"
- Your name, date, etc.
Slide 2: Overview
- Outline the main points you will cover:
1. Defining power in classical Greece
2. Athens' superior naval force
3. Economic power from silver mines
4. Why Athens was the most powerful
Slide 3: Defining Power in Classical Greece
- What constituted power for Greek city-states
- Measures like military might, economic resources, cultural influence
Slide 4: Athens' Naval Dominance
- Facts about Athens' navy size, victories, control of trade
- Map showing extent of Athenian naval control
Slide 5: Silver Mines Fueled Economic Power
- Details on Athens' silver mines
- Revenue generated and how it funded Athenian goals
Slide 6: Unrivaled Cultural Influence
- Athens' cultural and intellectual achievements
- Arts, philosophy, architecture, democracy
Slide 7: Why Athens was the Most Powerful
- Recap how naval might, economic wealth, and cultural legacy made Athens most powerful
- Comparison to rivals like Sparta
Slide 8: Conclusion
- Summary of main points
- Restate Athens as most powerful classical Greek polity
Let me know if you would like me to modify or expand on this outline further."

What you can do: Ask for Structure Advice at Micro Level

Structuring a paragraph can be as difficult as structuring an essay. You can ask for advice from an AI tool to structure your paragraphs.

This means that you can write a paragraph and then ask an AI tool to check its structure.

Using Claude.ai

Example Prompt: "Please can you check the structure of the following paragraph? [YOUR PARAGRAPH]

Here is a response from Claude.ai on an example paragraph:

"Here is my analysis of the structure of the provided paragraph:
Topic sentence:
- Clearly establishes Athens as a powerful city-state in Ancient Greece due to its navy.
Flow and transitions:
- The frog pond analogy provides a smooth transition to explaining the importance of naval power.
- "This meant..." connects the large navy to Athens' ability to defend against rivals.
- "and" joins the ideas about Persia/Carthage and Athens having the biggest navy.
Evidence:
- Effective use of examples like Persia and Carthage as naval threats which builds the case for Athens' naval power.
Closing sentence:

- Connects back to the main idea by showing how the navy gave Athens power over other city-states seeking protection.

Overall structure:

- Well organized with logical flow from opening topic sentence to closing sentence.
- Smooth transitions between ideas.
- Strong topic focus throughout the paragraph.

Suggestions:

- Consider adding more specifics or examples to demonstrate Athens' naval power.
- The conclusion could be strengthened by elaborating on the implications of Athens' power over other polities.

Overall, the paragraph has a clear structure and stays focused on supporting the central topic sentence. The ideas flow logically and the evidence is relevant. Just some minor tweaks could make it even more compelling."

As you can see, this paragraph was structured well, but Claude did give some suggestions to make the paragraph better.

Remember always to keep a copy of your drafts, notes and other resources you used, before and after the use of AI tools. If there is suspicion of use of AI tools beyond what was specified for the particular assignment, you will be asked to provide previous drafts and notes.

PROOFREAD with AI (Updated May 2025)

For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.

Remember always to keep a copy of your drafts, notes and other resources you used, before and after the use of AI tools. If there is suspicion of use of AI tools beyond what was specified for the particular assignment, you will be asked to provide previous drafts and notes.

What you can do: Advanced Proofreading

Please note that Basic Proofreading is an allowable use of AI for all assessments; use the Allowable Uses of AI – General Guidance for Students for specific details.

You can ask a Generative AI tool, such as ChatGPT, the Generative AI bot in Grammarly, or Microsoft Co-pilot, to check a text you have written yourself for readability, grammar and syntax, using the following prompt:

PROMPT: Please check and correct the following text for readability, grammar and syntax, giving me a list of changes made: YOUR TEXT

You will then **need to decide** whether you want to implement the changes suggested by the GAI tool.

Let's see how this works:

Example 1 (Microsoft Co-pilot)

Here is the prompt and original text:

Please check and correct the following text for readability, grammar and syntax, giving me a list of changes made: Students are expected to:

Take part in learning opportunities to support AI literacy, understanding of ethical and otherconsiderations in relation to artificial intelligence, and th epotneital future developments and uses of articificial intelligence. Ensure the academic integrity of their wokr and the ethical and appropriate use of artificial intelligene, including that trying to claim AI-generated content as their own is considered academic misconduct.

Here is what Co-pilot answers:

Here's the corrected text:

Corrected Text:

Students are expected to:

- Take part in learning opportunities to support AI literacy, understand ethical and other considerations in relation to artificial intelligence, and recognize the potential future developments and uses of artificial intelligence.
- Ensure the academic integrity of their work and the ethical and appropriate use of artificial intelligence, including understanding that trying to claim AI-generated content as their own is considered academic misconduct.

List of Changes Made:

1. Corrected "otherconsiderations" to "other considerations."
2. Corrected "th epotneital" to "the potential."
3. Corrected "articificial" to "artificial."
4. Corrected "wokr" to "work."
5. Corrected "intelligene" to "intelligence."
6. Improved readability by breaking the text into bullet points.
7. Simplified the phrase "understanding of ethical and other considerations" to "understand ethical and other considerations."

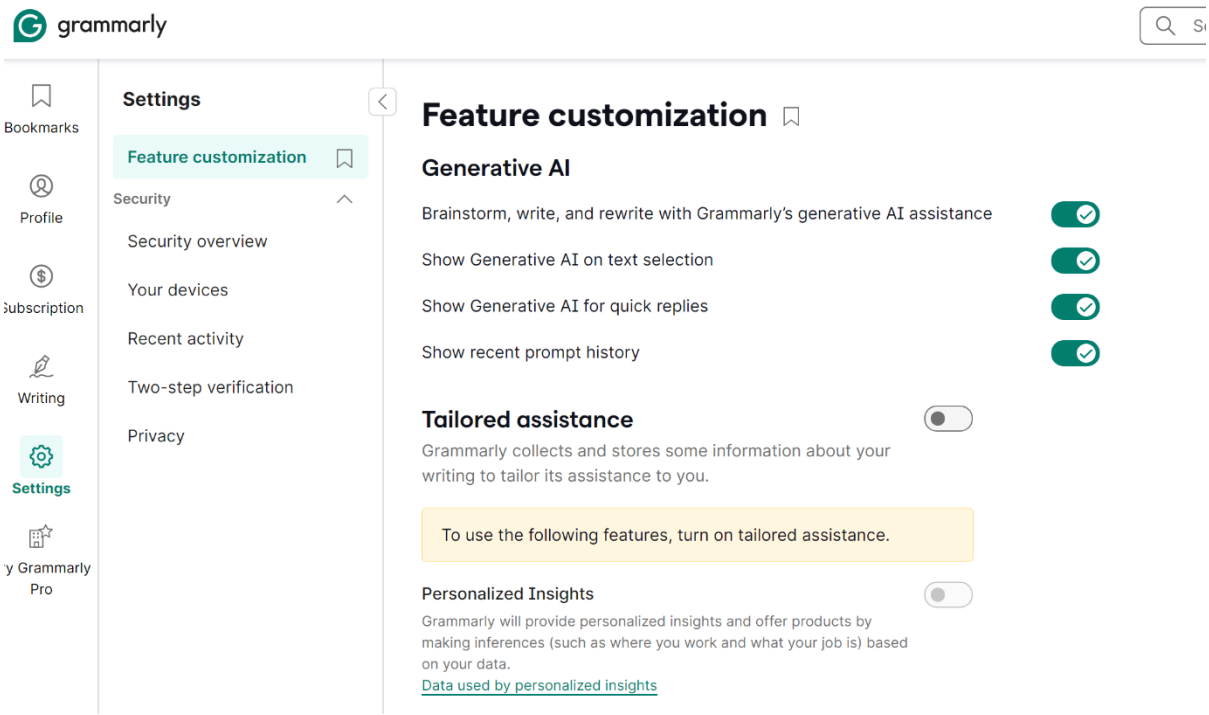
Let me know if there's anything else you need help with!

Now you can see what changes Co-pilot has made, and choose whether you wish to keep them or not.

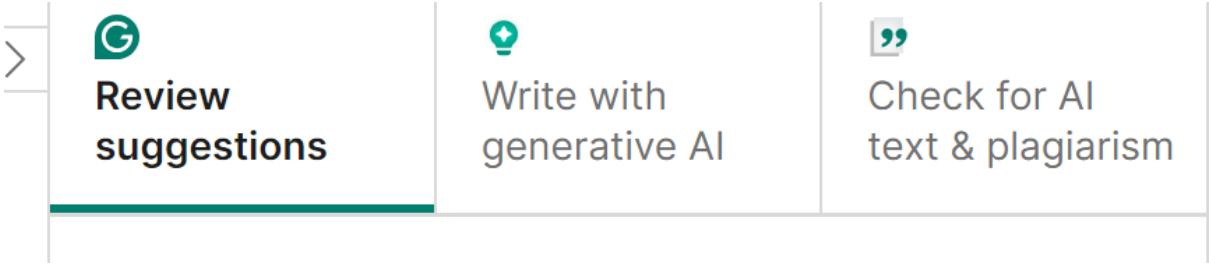
Example 2 (Grammarly Free Editor with AI Assistance)

First of all, note that this includes the use of AI assistance on Grammarly. This is different from the Basic Proofreading option allowed to all students!

You can tell whether you have opted into the AI assistance element of Grammarly by checking the Settings under Your Account:



On the main Grammarly window, you will be able to see the difference between Basic Proofreading (which is available in the Review Suggestions tab), and AI assisted improvements (which is available in the Write with Generative AI tab):



Steps to follow:

- Enter your text into the editor – you can copy paste your text from Microsoft Word.
- Choose the “Improve it” option/prompt.
- You will now be able to see the new text in the AI Assistant window.
- Don’t accept the text immediately! Instead use this prompt: “Tell me what you did”.
- Grammarly will give you a list of all changes made.
- Now, you need to decide what you wish to keep and what not.

tell me what you did

I revised the original text for clarity and corrected spelling, grammar, and punctuation errors. Specifically, I made the following changes:

1. Changed "Take part" to "Participate" for a more formal tone.
2. Clarified the phrase "understanding of ethical and other considerations" to "understanding of ethical considerations related to artificial intelligence."
3. Fixed misspellings of "th epotneital" to "potential" and "articificial" to "artificial."
4. Improved the flow of the sentence by rephrasing certain parts and ensuring parallel structure.
5. Made minor adjustments to improve overall readability and coherence.

The goal was to present the information in a clear and formal manner while maintaining the original intent.

What you cannot do

You cannot ask a GAI tool to create text for you or allow it to completely rewrite, expand or change beyond recognition your own text.

So, you **cannot** use prompts like:

- Tell me why Athens was the most powerful polity in the classical period
- Write a paragraph on why Athens was powerful
- Continue this text.

You also **cannot** ask a GAI tool to rephrase text that you did not write yourself, such as from a book, article, internet source, or indeed AI-generated text, and then submit it as if it were your own creation.

Further, you **cannot** ask a GAI tool to rephrase or paraphrase text that another person has written.

Remember always to keep a copy of your drafts, notes and other resources you used, before and after the use of AI tools. If there is suspicion of use of AI tools beyond what was specified for the particular assignment, you will be asked to provide previous drafts and notes.

WRITING with AI

For this assessment, you can use Generative AI to create text for submission.

Remember always to keep a copy of your drafts, notes and other resources you used, before and after the use of AI tools. If there is suspicion of use of AI tools beyond what was specified for the particular assignment, you will be asked to provide previous drafts and notes.

What you cannot do

You **cannot and must not** simply prompt an AI tool to write on the topic of your assignment.

Let's assume that your title is: "In your considered opinion, why is Athens considered to be the most powerful polity in the classical period".

You **cannot and must not** input a prompt like this to an AI tool:

- Tell me why Athens was the most powerful polity in the classical period
- Write a paragraph on why Athens was powerful

Why not do this? If you do this, then the text is no longer your product. If you submit work that is not your own, then you will be committing **academic misconduct,** which carries severe penalties.

What you can do: Notes to Text

If you find that your thoughts are not adequately expressed in your writing, or you have trouble writing in the right register, then this method will help you. It is important to remember that you can only use your own notes and ideas, rather than the notes or ideas of others.

Again, let's assume that your title is: "In your considered opinion, why is Athens considered to be the most powerful polity in the classical period".

In the first instance, you need to do all the research as necessary. So, you need to create a bibliography, do the necessary reading, consider how you wish to answer the question, create a structure, etc.

The next step is to consider what you wish to include in each section or paragraph, preferably in appropriate bullet points.

For example, one of the arguments you wish to make is that Athens was considered the most powerful polity because it had the largest navy in the Greek world. A set of bullet-points to make this point would look like this:

- Argument: Athens was powerful because it had biggest navy
- Greek world connected by sea. Plato says greeks like frogs around a pond
- Whoever controlled the sea had power over other polities.
- Biggest enemies of the greeks were Persia and Carthage. Both had large navies
- Whichever Greek polity had the largest navy, it could defend against Persia or Cathage
- Athens' navy meant smaller polities wanted be allies for protection

Using Bing Chat

At Bing Chat, you can use the following prompt:

Prompt: Please write up these bullet points as an essay paragraph at university level: YOUR NOTES

The Bing Chat response was as follows:

"Athens, one of the major city-states of Ancient Greece, was a powerful force due to its formidable navy. The Greek world was connected by sea, and Plato likened the Greeks to frogs around a pond. Whoever controlled the sea had power over other polities. The biggest enemies of the Greeks were Persia and Carthage, both of which had large navies. Whichever Greek polity had the largest navy could defend against Persia or Carthage. Athens' navy was the largest in Greece, and this meant that smaller polities wanted to be allies with Athens for protection."

As you can tell, the information is there, although, of course, you will need to add the references yourself. However, the wording and style can be improved. You can ask Bing Chat to do that by using this prompt:

Example Prompt: Can you make the text sound more professional?

The Bing Chat response to this request was:

"Certainly! Here's a revised version of the paragraph:

Athens, one of the most prominent city-states of Ancient Greece, was a formidable force due to its powerful navy. The Greek world was connected by sea, and Plato famously likened the Greeks to frogs around a pond. The control of the sea meant power over other polities, and the biggest enemies of the Greeks were Persia and Carthage, both of which had large navies. The Greek polity with the largest navy could defend against Persia or Carthage, and Athens' navy was the largest in Greece. This meant that smaller polities sought to be allies with Athens for protection."

The wording here is more professional and appropriate to university level. However, you still need to check what the tool has created very carefully to ensure that:

a. There are no mistakes and no new facts or information has been added that are inaccurate or isn't included in your original notes

b. You actually agree with the text.

Be careful: Bing Chat will automatically give you references but these are not appropriate to university level, as they primarily come from Wikipedia and information on the internet that has not been peer-reviewed. So, **do not** use the references from Bing Chat in your work. Any references that you include must be your own references from the research your have carried out

Using Bard

Let us try the exact same exercise with Bard, rather than Bing Chat. Just like above, you need to do all the research as necessary. So, you need to create a bibliography, do the necessary reading, consider how you wish to answer the question, create a structure, etc.

The next step is to consider what you wish to include in each section or paragraph, preferably in appropriate bullet points.

We will use the same bullet-points and the same prompt.

Bullet-points:

- Argument: Athens was powerful because it had biggest navy
- Greek world connected by sea. Plato says greeks like frogs around a pond
- Whoever controlled the sea had power over other polities.
- Biggest enemies of the greeks were Persia and Carthage. Both had large navies
- Whichever Greek polity had the largest navy, it could defend against Persia or Cathage
- Athens' navy meant smaller polities wanted be allies for protection

Prompt: Please write up these bullet points as an essay paragraph at university level: YOUR NOTES

The response from Bard was:

"Athens' naval power was a key factor in its rise to power in the Greek world. The Greek world was interconnected by sea, and Plato famously compared the Greeks to frogs around a pond. Whoever controlled the sea had power over other polities. Athens' navy gave it the ability to project power throughout the Aegean Sea and beyond. Athens' greatest enemies were Persia and Carthage, both of which had large navies. Whoever had the largest navy in the Greek world could defend against Persia or Carthage and protect its own interests. Athens' navy gave it this advantage. In addition, Athens' navy made it attractive to smaller polities as an ally. Smaller polities could gain protection from Athens' navy in exchange for military and financial support. This gave Athens a network of allies throughout the Greek world, which further increased its power. Therefore, Athens' naval power was a key factor in its rise to power in the Greek world. It gave Athens the ability to project power throughout the Aegean Sea and beyond, defend against its enemies, and attract allies.

This argument can be supported by a number of historical examples. For example, in the Peloponnesian War, Athens' navy was instrumental in its victory over Sparta. Athens was able to blockade Sparta's coastline and prevent it from receiving supplies. This forced Sparta to sue for peace. Another example is the Athenian expedition to Sicily in 415-413 BC. This expedition was a disaster for Athens, but it highlights the importance of naval power in Athenian strategy. Athens hoped to use its navy to conquer Sicily and create a new empire. However, the expedition was poorly planned and executed, and Athens' navy was eventually defeated. This defeat led to the collapse of the Athenian empire. These examples show that Athens' naval power was a key factor in its rise to power and its eventual downfall."

Bard has provided more text, and also added its own examples. **This is a problem!** The problem is twofold:

1. This is not part of the information you wanted to include in the paragraph.

2. The information is incorrect! If you had researched the topic, you would immediately notice that the tool wrote that Athens won the Peloponnesian War; in reality, Sparta won the war. Similarly, the tool identified the Athenian defeat in Sicily as the main reason for the fall of the Athenian Empire; this is also incorrect.

What should you do?

a. Always check thoroughly what the tool provides! The tool is meant to help you in writing, **not** to replace the research and the work you have done.

b. In this case, you should use the first paragraph (until "attract allies.") and discard the second paragraph (from "this argument…").

What you can do: Voice to Transcript to Text

Not everyone works well with notes, nor indeed with putting notes into text. If you prefer to speak rather than write, then you may find this a good solution to writing better essays.

As our normal modes of speech do not transfer well to formal or professional writing styles, you can use AI to transform your ideas from your voice to text.

We will use the same example as above.

Step 1: Voice to Transcript

An easy way to use voice transcription is through **Microsoft TEAMS**. You can access this via your university Microsoft package.

1. Go to your Calendar on Microsoft TEAMS.
2. Click on Meet Now
3. Start the meeting
4. Join the meeting
5. Don't invite anyone
6. Click on More (the three dots)
7. Click on Record and Transcribe
8. Start transcription

When you finish, just stop the transcription, and copy paste the transcript. If you want to be able to access the transcript later, then you are better off putting a meeting in the calendar, rather than just using the Meet Now function.

If you are using **Microsoft Word**, then you can also use the Dictate function or the Transcribe function to record what you are saying in text format.

For more information:

Dictate your documents in Word - Microsoft Support

Transcribe your recordings - Microsoft Support

Step 2: Transcript to Text

Oral communication, particularly informal oral communication, does not make much sense as a text.

Here is an example transcript:

> "Well, the main argument is that Athen was pretty strong 'cause it had the biggest. Of of navies in. The Greek world. As the great work connected by C. That was actually pretty important. Plato says that Greeks were like frogs around the pond. Yeah, so whoever managed to have the biggest Navy or, you know, control of the sea, then that that that. State had. Control. Pretty much over what any other state did, but I see. So. That meant that if Athens had the the biggest Navy, then a lot of the sort of smaller states. Would try to be allies with Athens because right then the Athenian Navy would give them protection. Now that mainly was. Very important because. Of. Persia and Carthage? Nate Persia was like the biggest empire. In the nearest. And Carthage was the. Biggest state. In in the western part of the Mediterranean? Yeah, and. For the Greeks, right, the the biggest enemies, the biggest. Threats were Persia in the east and Carthage in the West, right. So whatever Greek state had the biggest Navy, then it had the best chance to defend against. These bigger non Greek kind of navies."

The main ideas are here but the text is definitely not appropriate for an essay.

An AI tool can easily transform this stream of consciousness into coherent text.

We will use Bard and the following prompt:

> **Prompt**
> Please make this transcript into coherent text: YOUR TRANSCRIPT

Bard's response was the following text:

> "The main argument is that Athens was powerful because it had the largest navy in the Greek world. The Greek world was interconnected by the sea, and Plato famously compared the Greeks to frogs around a pond. Whoever controlled the sea had control over the other states. This meant that if Athens had the largest navy, then many of the smaller states would try to be allies with Athens for protection. This was especially important because of the threats posed by Persia and Carthage. Persia was the largest empire in the Near East, and Carthage was the largest state in the western Mediterranean. For the Greeks, the biggest enemies were Persia in the east and Carthage in the west. Whoever had the largest navy had the best chance to defend against these larger non-Greek navies."

What did Bard do? Bard removed filler words and unnecessary repetitions. It also corrected grammar and spelling errors, and made the language more concise and clear. Further, it added transitions between sentences and paragraphs to make the text flow more smoothly.

Still, however, this is not quite at the right level for university work. A little more prompting can make this text sound more professional.

> **Prompt**
> Can you rewrite the text so that it sounds more professional?

Bard's response was:

> “Athens' naval supremacy was a key factor in its power in the Greek world. The Greek world was a maritime realm, and Plato famously likened the Greeks to frogs around a pond. Control of the sea conferred dominion over other states. Therefore, Athens' superior navy attracted smaller polities as allies, seeking protection from the Athenian fleet. This was especially important in light of the threats posed by Persia and Carthage, the two largest empires in the Near East and western Mediterranean, respectively. For the Greeks, Persia in the east and Carthage in the west were the greatest threats. The Greek state with the largest navy had the best chance of defending against these larger non-Greek fleets.”

This sounds much better.

What did Bard do? Bard used more formal language, such as "supremacy," "dominion," "polities," "fleet," and "empires." It removed contractions and informal phrases, such as "pretty much" and "for protection." It also added more precise and sophisticated vocabulary, such as "maritime realm," "conferring," "dominion," "respectively," and "defending." Further, it improved sentence structure and flow, added transitions between sentences and paragraphs, and revised the overall tone to be more academic and objective.

Remember always to keep a copy of your drafts, notes and other resources you used, before and after the use of AI tools. If there is suspicion of use of AI tools beyond what was specified for the particular assignment, you will be asked to provide previous drafts and notes.

PROGRAMMING with AI

For this assessment, you can use Generative AI to create code for submission.

Transparency is required.

Where generative AI is used to produce code for assessed work, you must be specific about what was produced by the AI, what changes you made to it, and what you wrote yourself. You should do this using inline comments in the code, using the appropriate notation for the programming language you are using. Just like using code from other external sources (textbooks, GitHub repositories, stack overflow etc.), there should be no doubt in the marker's mind which parts of the work were completed by you and which parts were produced by generative AI.

Lecturers may give more detailed guidance.

In some cases, lecturers may permit you to use generative AI to solve more complex problems. They will communicate with you if this is the case. This document should serve as a default position, which lecturers may supersede. If you are ever unclear about what is and is not acceptable for a given assignment, ask your module lecturer for specific help.
You may find that early in your programming education, you may not be able to make good use of generative AI because the problems you are solving are correspondingly simple and may only be trivialised using AI. As you progress, you will solve larger problems and it will become more appropriate to use generative AI to produce boilerplate code or to solve smaller sub-problems.

Generative AI within Integrated Development Environments

This guidance applies equally to query-driven generative AI such as ChatGPT and Bard, as it does to "autocomplete" generative AI within an integrated development environment (IDE), such as GitHub co-pilot, Tabnine or IntelliCode. In either instance, these tools should be used judiciously and with caution. Violating this policy inadvertently using an autocomplete generative AI or similar tool still constitutes academic misconduct.

What you cannot do

You **cannot and must not** simply prompt an AI tool to write code on the topic of your assignment.
If we assume that your task is to create an OpenGL graphics engine in C++.
You **cannot and must not** input a prompt like this to an AI tool:

- Write an OpenGL graphics engine in C++.
- Give examples of OpenGL graphics engines in C++ with an explanation.

If you do this, then the code is no longer yours. If you submit work that is not your own, then you will be committing **academic misconduct,** which carries severe penalties.
You will find it difficult to use generative AI for very simple problems without trivialising that problem and risking committing academic misconduct.

What you can do: Ask questions to explore the problem

You can ask generative AI specific questions which inform the development of your code, or aid in your understanding of the topic. For example:

- Why is it bad to block the event loop?
- Why do GPUs work so effectively with triangles?
- How do I multiply a 4x4 matrix?
- How do I calculate the determinant of a matrix?

These sorts of questions are always acceptable because they do not produce any code but explain concepts which will inform your development. These sorts of questions will usually not yield answers beyond the capabilities of a search engine but may allow a more probing contextual discussion.

What you can do: Snippets

Aligned with common programming practices, it may be appropriate to prompt generative AI for small snippets of code. In the previous example, this might be to generate boilerplate, e.g.:

- Write a C++ class with three integer attributes: x, y and z. Create getters and setters for them.

However, within the scope of the example, a prompt like this would **not be acceptable:**

- Write a 3D vector class in C++ including dot and cross product.

It is appropriate to use generative AI to create boilerplate code, or to generate solutions to trivial sub-problems. You should avoid using generative AI to trivialise significant components of the work you have been required to undertake.
This may, at times, be a difficult distinction to make, you should always ask your lecturer if unsure.

What you can do: Debugging

Several AI debugging tools are now available, capable of detecting errors in code and making suggestions for their remedy. These tools are broadly comparable with static code analysis tools, and are permitted – however you must again be transparent about their use.

Example
Combining the above, if we wanted to create a vector class as a component of our graphics engine, we could prompt our generative AI engine:

> Write a C++ class with three integer attributes: x, y and z. Create getters and setters for them.

The generative AI tool responds:

Yes, here is a C++ class with three integer attributes: x, y, and z, and getters and setters for them:

C++

```
#include <iostream>

class Point {
private:
    int x;
    int y;
    int z;

public:
    Point(int x, int y, int z) {
        this->x = x;
        this->y = y;
        this->z = z;
    }
```

```
    int GetX() const {
        return x;
    }

    void SetX(int x) {
        this->x = x;
    }

    int GetY() const {
        return y;
    }

    void SetY(int y) {
        this->y = y;
    }

    int GetZ() const {
        return z;
    }

    void SetZ(int z) {
        this->z = z;
    }

    void Print() const {
        std::cout << "Point: (" << x << ", " << y << ", " << z << ")" << std::endl;
    }
};

int main() {
    Point point(1, 2, 3);
    point.Print();

    point.SetX(4);
    point.SetY(5);
    point.SetZ(6);
    point.Print();

    return 0;
}
```

Use code with caution. Learn more

This code will create a Point object with coordinates (1, 2, 3), print it to the console, and then change the coordinates to (4, 5, 6) and print it again.
We should now indicate that this is not our original work by adding an inline comment at the top of the file. In this case:

```
//The boilerplate for this class was created through generative AI (Bard).
Specifically, the class structure, x, y and z attributes, their getters and setters, the
constructor and the print method were produced in this way.
```

Having trivialised some of the boilerplate code with generative AI, we can then manually add the more advanced functionality ourselves. In this case, I will rename the class, separate the header and add a dot and cross product method. I could write code such as:

```
Vector Vector::CrossProduct(Vector sV)
{
   Vector nV;
   nV.SetX(GetY() * sV.GetZ() - GetZ() * sV.GetY());
   nV.SetY(GetZ() * sV.GetX() - GetX() * sV.GetZ());
   nV.SetZ(GetX() * sV.GetY() - GetY() * sV.GetX());
   return nV;
}

int Vector::DotProduct(Vector sV)
{
   return GetX() * sV.GetX() + GetY() * sV.GetY() + GetZ() * sV.GetZ();
}
```

Then update the comment:

```
//The boilerplate for this class was created through generative AI (Bard).
Specifically, the class structure, x, y and z attributes, their getters and setters, the
constructor and the print method were produced in this way.
//The dot and cross product methods were created from scratch without the use of
generative AI.
```

Giving a final implementation of this class as:

Vector.h

```
#pragma once

//The boilerplate for this class was created through generative AI (Bard). Specifically,
the class structure, x, y and z attributes, their getters and setters, the constructor
and the print method were produced in this way.
//The dot and cross product methods were created from scratch without the use of
generative AI.

#include <iostream>

class Vector
{
private:
   int x;
   int y;
   int z;

public:
   Vector();
   Vector(int x, int y, int z);

   int GetX() const;
```

```
        int GetY() const;
        int GetZ() const;

        void SetX(int x);
        void SetY(int y);
        void SetZ(int z);

        void Print() const;

        Vector CrossProduct(Vector sV);
        int DotProduct(Vector sV);
    };
```

Vector.cpp

```
    #include "Vector.h"

    Vector::Vector(){
        this->x = 0;
        this->y = 0;
        this->z = 0;
    }

    Vector::Vector(int x, int y, int z) {
        this->x = x;
        this->y = y;
        this->z = z;
    }

    int Vector::GetX() const {
        return x;
    }

    void Vector::SetX(int x) {
        this->x = x;
    }

    int Vector::GetY() const {
        return y;
    }

    void Vector::SetY(int y) {
        this->y = y;
    }

    int Vector::GetZ() const {
        return z;
    }

    void Vector::SetZ(int z) {
        this->z = z;
    }

    void Vector::Print() const {
        std::cout << "Point: (" << x << ", " << y << ", " << z << ")" << std::endl;
    }
```

```
Vector Vector::CrossProduct(Vector sV) {
    Vector nV;
    nV.SetX(GetY() * sV.GetZ() - GetZ() * sV.GetY());
    nV.SetY(GetZ() * sV.GetX() - GetX() * sV.GetZ());
    nV.SetZ(GetX() * sV.GetY() - GetY() * sV.GetX());
    return nV;
}

int Vector::DotProduct(Vector sV) {
    return GetX() * sV.GetX() + GetY() * sV.GetY() + GetZ() * sV.GetZ();
}
```

This is acceptable because it:

- Uses generative AI to produce boilerplate code, not solve complex problems.
- Makes use of the generative AI implementation to add meaningful functionality.
- Is wholly transparent about what generative AI was used to do and what was produced by the human developer.

CREATIVE WORK with AI

Overview

Historically new technology has always provided opportunity. The printing press, the daguerreotype, sound recording, motion picture recording, computer technology and the internet have all been a conduit to both cultural and creative development and have transformed society in many positive ways. AI is pivotal to the current technological revolution we are experiencing, so it is important, and significant, that as a university we ethically and positively embrace these developments with clarity, purpose and creativity.

What is AI in an art and design environment?

Artificial Intelligence (AI) are machine-based systems that can, given a set of human-defined objectives, make predictions, recommendations or decisions that influence real or virtual environments. (Council of Europe, 2022) In relation to the creative subject areas, AI is a transformative technology which has the potential to change or modify the way we conceive, create, produce, and share all types of artefacts (text, dialogue, voice, imagery, photography, backgrounds, music, sound design, video, animation, product design, fashion, pattern, architecture, three dimensional objects and computer coding). UWTSD actively supports students and staff to investigate, experiment and innovate with generative AI in all creative subjects (Russell Group, 2024). AI literacy is an essential skill for the future, and it is developing and changing at an exponential rate, so it is important that clear guidance is provided for its' ethical use for creative subjects in an academic environment. AI provides excellent creative opportunity in the arts, but it must be ensured that students do not submit work for assessment that has been wholly generated through this process and then submitted as their own.

What you should do when using AI as part of the creative process:

- You should be aware that traditional skills development, active learning and process work cannot be replaced by the use of AI.
- In the first instance you must discuss the use and implementation of AI in projects with the Module Leader. The use of AI in any or part of any project is entirely at the discretion of the Module Leader.
- You are permitted to use industry-standard tools that utilize AI technology, such as those found in *Adobe Creative Cloud*, as part of your digital editing workflow. You do not need to cite this use when using these tools to make minor modifications to your own images.
- All AI intervention must be clearly recorded in any part of the creative process where AI is used. This must include the programme(s) or app(s) wherein it was produced, the prompts used (be they pictorial, text or data), and the date when this was undertaken.
- You are advised that any AI generated work used, devised, or modified as part of the developmental process, is clearly identified as such through appropriate acknowledgement.

For example:

Adobe Firely (2024). *Firefly text to image response to Tom Jones prompt to 'create a still lake reflecting the moonlight in a desolate frozen landscape'.* [Generated 19.03.24]

- If no contribution by AI has been acknowledged, you should ensure all work is clearly identifiable and recognisable as being your own.
- It is permissible to analyse AI use in your research, content development, and creative process.
- You can develop an understanding of how to integrate AI effectively and ethically, as an aid to your practice, but not as a replacement for the work created by yourself, by artists or by designers.
- You should be mindful of, and manage the prevalence of, bias in the creation of AI derived content, and should display an awareness of the role that this may play in depicting prejudice and promoting stereotypes based on gender, class, race, role, religion, identity, and sexual orientation. Any AI derived content should be presented with appropriate critical awareness.
- When prompting AI tools, your should always seek to promote and foster diverse and inclusive outcomes.
- You should be aware of AI's negative environmental impact, due to the large amount of energy consumed by AI systems.
- You may submit in writing any wish to offer any exception to the above guidelines, with your intent and outcomes clearly explained and documented. Exceptions in every instance must be approved by the Module Leader prior to implementation.
- You should at all times be transparent about every aspect of their process and outcomes, to avoid any potential misinterpretation.

What you cannot do when using AI as part of the creative process:

The use of AI generated outcomes that are not identified as such, is academic misconduct.

- You must not include, present, or submit any AI generated asset or outcome as your own. This includes, and is not limited to, text, dialogue, voice, imagery, photography, music, sound design, video, animation, product design, pattern, fashion, architecture, artefact, three-dimensional object or computer code.
- You must not implement any AI artistic endeavour that seeks to mimic existing practice as this is not considered authentic student work. Therefore, any submitted final outcomes cannot be the result of asking AI to mimic another practitioner's work unless it is conceptually significant to the project.
- To protect authorship and maintain authenticity, you must not use the names of artists/designers, artworks, companies, or brands within any AI prompts. This is to maintain the artistic integrity, copyright, and intellectual property of those involved.

How to Acknowledge your use of AI

This guidance is for students and staff to support the integration of AI tools in assessment.

Every assessment specification identifies the **allowable** use of AI in that assessment. You should be able to see a version of the following table:

RESEARCH	For this assessment, you can use Generative AI to support you in research and data analysis.	Yes ☐ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☐ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including getting suggestions to rephrase your work.	Yes ☐ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☐
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☐
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☐
NONE	For this assessment, you are not allowed to use **any** type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☐

This guidance will provide you with the necessary information on how to acknowledge your use of AI in any assessment.

Important: Students are expected to keep drafts of their work, including notes, etc., before and after the use of any AI tool. Students will be expected to produce these drafts and materials as necessary.

You are expected to use this acknowledgement format for **all** allowable uses of AI.

You are expected to include this acknowledgement in a separate page at the beginning of your submission.

Basic Acknowledgement format of AI tool use

I acknowledge the use of [AI Tool] [(AI Tool url)] on [Date] to [Purpose my work]. I used the prompt(s):

1. [Prompt]
2. [Prompt]
3. [Prompt]

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Example 1:

I acknowledge the use of Grammarly (https://www.grammarly.com/) on 10 February 2024 to check my work using the prompt(s):

1. Please check the following text for readability, grammar and syntax.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Example 2:

I acknowledge the use of SciSpace (https://typeset.io/) on 7 March 2024 to support my research using the prompt(s):

1. Please provide me with materials on the biology of the liver.
2. Please provide me with materials on liver cells.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Example 3:

I acknowledge the use of ChatGPT (https://chatgpt.com/) on 13 April 2024 to write my notes into submission format using the prompt(s):

1. Please write up these bullet points as an essay paragraph at university level.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Acknowledgement of the use of multiple AI tools

If you have used multiple AI tools, then you need to include an acknowledgement for each tool you used.

Example 4:

I acknowledge the use of SciSpace (https://typeset.io/) on 28 June 2024 to support my research using the prompt(s):

1. Please provide me with materials on the American Civil War.
2. Please provide me with materials on the reception of Gone with the Wind.

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

I acknowledge the use of Adobe Express (https://www.adobe.com/express/) on 24 June 2024 to edit photographic material:

1. Remove background from Figure 1.

I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

If you have not used AI tools

If you have not used AI tools, whether because it is not allowed or because you have chosen not to use AI tools at all, you need to include the following acknowledgement.

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David