



Empowering
Independence

Generative AI: Guidelines and Practices –students

Related policies:

[IB MYP Academic Integrity Policy](#)

[BSSS Academic Integrity Policy](#)

[IB DP Assessment Policy](#)

[Drafts - Student Assessment](#)

Purpose:

This document is to complement the Merici College IB Academic Integrity Policy and BSSS Academic Integrity Policy. Its purpose is to outline and explain the ways in which generative AI can be used by students for any part of their work practices. Merici College acknowledges the increasing use of generative AI in many areas of education, including: creation of resources, research, editing and advice on original work. This aims to give a clear framework of how Merici College students can use generative AI.

Rationale:

Changes to Merici College IB Academic Integrity Policy, the BSSS Academic Integrity Policy and the introduction of the Merici College Generative AI: Guidelines and Practices aims to:

- Prohibit high risk uses of AI in summative assessment and everyday practice
- Clarify the responsibilities of the teacher when investigating AI use
- Codify the requirement that students may only use generative AI when explicitly permitted in assessment
- Clarify that refusal to follow validation procedures may in itself be subject to academic integrity penalties.

Student use of AI in assessment:

Student use of AI in summative assessment is only permitted when explicitly allowed in the task instructions. Unauthorised use of AI is a breach of academic integrity.

Student use of AI must be disclosed in line with the assessment instructions provided by the teacher.

Students are required to retain information to support ownership of their work; eg., drafts, sketches, notes. This information may be required as part of an assessment task or may be communicated to students as a part of the general learning activity in class. If this information is asked to be produced as a part of an academic integrity process, and cannot be, penalties may apply. Failure to produce this information is not grounds for any appeal.

Suspected AI use

It's important to know that teachers don't rely on just one validation when checking for possible AI use — they look at a combination of clues to understand what's going on. This also means teachers won't be giving students a "percentage" of how much AI they think was used. Instead, the focus is on understanding your learning and making sure the work you submit is genuinely your own.

For an AI-based academic integrity penalty to be valid and upheld, triangulation of information is conducted. This may include things such as two or more of the following:

- Inexplicable changes in tone, voice, lexical density or writing style

- Inexplicable 'chunks' of information pasted into a tracked document
- Network traffic from the student's device
- Inability or refusal to satisfy validation conditions
- Admitted or observed use of AI
- Inclusions of copy-pasted content such as "As an AI model..."
- Inexplicable similarities between the work of different students
- Flagged content from a detection program that is judged to be unusual based on human review by the teacher and/or faculty head
- A student's previously submitted work
- References that do not exist or do not contain the information that has been cited

Validation Measures

Merici College may implement compulsory validation measures as part of assessment protocols and procedures. Failure to follow these measures is to be treated as a breach of academic integrity.

Validation

These validation protocols may include, but are not limited to:

- The use of a controlled digital document with a 'playback' or tracking function
- The use of 'hurdle' tasks or submitted drafts
- Validation interview/viva voce

These procedures must be:

- Clearly stated on the assessment task sheet
- Administered in line with other legislation and policy (e.g., privacy, data use and disability policies)
- Clearly explained regarding the impact of the validation process on the final task result

Where a validation test or interview is used, the following procedures must be observed:

- The use of a validation testing, or interview must be stated on the task sheet
- It must be administered in a reasonable timeframe (<3 weeks after submission of the original task)
- It must be clear which student responses may be subject to a validation task or interview (e.g., all students undertake a validation task; individual students take a validation task based on flagged content from a detection program that is judged to be unusual based on human review)
- It must be clear what elements of the validation task would be used to uphold a decision about academic integrity (e.g., failure to answer a particular percentage of questions, dissimilarity between the validation response and the original piece)
- A validation test alone must not be used to assign a mark to the student's work.
- The conditions must not be used to threaten or intimidate the student.

Students must comply with reasonable validation measures. Failure or refusal to comply with reasonable validation measures is not grounds for appeal.

Permitted AI Tools

CE policy outlines that students are not permitted to use any non-approved generative AI services on campus. The following tools are permitted for use:

	Years 7-10	Years 11 and 12
Internal Tools	Students are permitted to use Education Perfect AI tool, through their classes and course material. Teachers will instruct students in class of what AI tools are permitted in their courses during learning activities and assessment tasks.	Some senior classes may allow the use of Education Perfect AI Tool. Teachers will instruct students in class of what AI tools are permitted in their courses during learning activities and assessment tasks.
External Tools	Students may use suggested AI tools at home, unless otherwise directed by your teacher. Teachers will provide guidance on which tools are recommended in each subject area.	Students may use online AI tools, as long as integrity guidelines are adhered to, and all evidence of AI tool is saved. No generation of content for submission should be used.

Please note that online editing tools such Grammarly, cannot be used under any circumstance.

Assessment Scale

The following scale will be applied to all assessment tasks. The level of scale used for assessment items will be unpacked during the teaching sequence in classes and may be further explained on assessment task sheets:

Level	Description	Example of Use	Example AI Prompts
1	No AI use in assessment item. Assessment task must be completed without any assistance from AI tools. Work must show student knowledge and thinking.	Exam based tasks and in-class assessment items.	N/A
2	AI planning. Students may use AI to brainstorm and scaffold ideas and tasks. The final submission should show original ideas and creation of work.	<ul style="list-style-type: none"> To clarify task instructions Explain unfamiliar concepts Further scaffold task steps into small steps Generate potential topic areas for open-ended tasks Generate topic summaries for test and exam revision Generate data sets for assessment tasks (where appropriate) Assist in research process, such as identifying sources and research starting points 	<ul style="list-style-type: none"> "Explain this assignment in simpler terms and outline what I'm being asked to do." "Give me a clear definition of ___ and an example that shows how it works." "I'm stuck on Step 2. What are the micro-steps I should take to move forward?" "Give me a list of ideas or themes I could explore for a project about ___."

			<ul style="list-style-type: none"> • “Create a short overview of the most important points I need to remember about ____.” • “Identify key scholars, theories, or debates related to ____.”
3	<p>AI Editing</p> <p>Students may use AI to help draft and refine work, including evaluating your work against standards. Students must evaluate AI ideas and suggested improvements, still ensuring that the work is the students own.</p>	<ul style="list-style-type: none"> • Using AI to proofread for improvements to spelling or grammar • Suggesting possible restructure of work for clarity • Providing feedback of the work against task rubric and/or task instructions • Practice exam/test responses for feedback 	<ul style="list-style-type: none"> • “Please proofread this paragraph for spelling, grammar, and clarity. Don’t change my meaning.” • “Can you suggest a clearer structure for this piece of writing while keeping all my ideas?” • “Compare my writing to the task instructions and point out where I have met or missed requirements.”

Adapted from ‘The AI Assessment Scale’ (Furze, 2023)

On your assessment tasks, the following rubric will appear and indicate what level of AI use is permitted:

Level	Description	Indication
1	No AI	<input type="checkbox"/>
2	AI Planning	<input type="checkbox"/>
3	AI Editing	<input type="checkbox"/>

Suggestions to avoid Academic Integrity issues:

1. **A live document:**

A helpful way to avoid over-relying on AI—and to show genuine ownership of your learning—is to build habits that make your work transparent, authentic, and accountable. One simple strategy is to create a live document that your teacher can access throughout the task. This allows your teacher to see your progress in real time, including your planning, drafting, and revisions. It demonstrates that the work is genuinely yours and that you’re engaging with the task over time rather than producing a sudden, polished piece that may not reflect your own thinking.

2. **Your own words:**

It’s also essential to ensure that everything you submit is written in your own words. Using your own language shows that you understand the content, can explain it independently, and can apply your knowledge rather than repeating something generated for you. Writing authentically strengthens your learning and helps your teacher identify where you might need support.

3. Validation tasks:

Completing all required validation tasks—such as checkpoints, reflections, drafts, or oral explanations—helps confirm that the work is genuinely your own. These steps are designed to protect academic integrity and give you opportunities to demonstrate your understanding in different ways. Together, these practices build trust, support your learning, and ensure that your final submission reflects your real abilities and growth.

4. Maintaining evidence:

It is important that students maintain the records of AI use that is permitted for assessment purposes. A teacher may request to see AI prompts and output at any time during the assessment process. Students should download and save the evidence of engagement with AI in order to prove original authenticity of their own work.

Referencing AI:

Students must clearly identify any use of external AI tools in their assessment work. Add the following statement at the beginning of your reference list:

I confirm that I used [insert AI system(s)] for [describe how the AI was used – e.g. “supporting idea generation and offering feedback on draft sections”].

I have kept, or can access, full transcripts of all AI interactions and can provide them to my teacher upon request.