



Guideline on the Use of Artificial Intelligence (AI) in Assessments

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1 Introduction

- 1.1 This guideline establishes structured, transparent, and inclusive practices for incorporating Artificial Intelligence (AI) in assessments. It aims to maintain academic integrity, support ethical student learning, and gradually develop digital fluency. The guideline promotes the thoughtful and evidence-based integration of AI into assessment design and implementation.

2 Objectives

- 2.1 Ensure fairness, transparency, and academic integrity in assessments.
- 2.2 Guide staff and students on ethical and educational uses of AI tools.
- 2.3 Emphasise learning as a **process**, not merely as a product.
- 2.4 Facilitate year-based scaffolding of AI use, leading to graduate digital fluency.
- 2.5 Ensure that the use of AI in assessments does not undermine the integrity of student learning in the University.

3 Definition of Terms

- 3.1 **Academic Integrity:** Adherence to ethical principles in assessment, including honesty, fairness, and avoidance of plagiarism.
- 3.2 **AI Use Statement:** A formal student declaration disclosing the use of AI tools in an assessment task, including purpose, extent, and ethical reflection.
- 3.3 **Artificial Intelligence (AI):** Technology that performs tasks typically requiring human intelligence, such as language processing, decision-making, and data analysis. Examples include ChatGPT, Grammarly, and DALL·E.
- 3.4 **Generative AI:** A class of AI capable of generating text, images, audio, or code based on user input. It learns from vast datasets to simulate human-like responses.
- 3.5 **Non-Supervised Assessment [Unaided]** An assessment completed outside of monitored settings, including take-home assignments, projects, or essays.
- 3.6 **Process-Based Assessment:** Assessment that prioritises evidence of learning development, such as drafts, reflections, and decision-making, over final output alone.
- 3.7 **Supervised Assessment:** An assessment completed under direct observation or control (e.g., exams, practicals, vivas) to ensure authenticity.
- 3.8 **Viva (Oral Defence):** A spoken examination used to verify authorship or clarify understanding of submitted work.

4 Key Principles

- 4.1 The University will ensure that academic rigour, integrity and standards are upheld.
- 4.2 The University will work in partnership with students and support students and staff to become AI literate.
- 4.3 The university trusts its students to use AI in an ethical and transparent manner.
- 4.4 Staff will be equipped to support students in using generative AI tools effectively and appropriately in their learning experience.
- 4.5 The University will adapt teaching and assessment to incorporate the ethical use of generative AI and support equal access.
- 4.6 The University will work collaboratively to share best practices as the technology and its application in education evolve.

5 Year-Level Progression in AI Integration (For Degree Courses)

This is a guide for degree courses hence, courses lower than degree can follow a controlled AI Use level while courses above may use an autonomous AI Use level.

Year	AI Use Level	Assessment Emphasis
Year 1	Controlled	<ul style="list-style-type: none">○ Tasks focus on human-authored work.○ AI tools used only in lecturer-guided contexts (e.g., brainstorming or summarisation).○ Major assignments must include draft logs and reflections.
Year 2	Guided	<ul style="list-style-type: none">○ Assignments allow AI for defined sub-tasks (e.g., prompt writing, critique, comparisons).○ Required reflection on AI interaction and its limitations.
Year 3 / Final Year	Autonomous	<ul style="list-style-type: none">○ Students may use AI freely within ethical boundaries.○ Required to justify AI integration.○ Focus on real-world tasks, portfolios, and capstones with AI support, plus reflection and evidence of process.

6 Assessment Design: Emphasising the Learning Process

To reflect authentic learning and deter improper AI reliance, lecturers **must design assessments that prioritise process over product**:

6.1 Design Principles

- 6.1.1 **Multi-stage submissions:** Require planning outlines, draft versions, feedback incorporation, and final submission.
- 6.1.2 **Documented decision-making:** Ask students to explain key choices (e.g., structure, source selection, methodology).
- 6.1.3 **Reflective components:** Include metacognitive elements such as learning journals, logs of AI interactions, or self-evaluations.
- 6.1.4 **Process-based rubrics:** Assess both the quality of final output and the demonstrated learning journey.

6.2 Recommended Formats

- 6.2.1 **Scaffolded tasks:** Proposal → annotated draft → peer/AI feedback → final submission
- 6.2.2 **Digital or physical learning portfolios**
- 6.2.3 **Process documentation** (e.g., version history, prompt testing results)
- 6.2.4 **Problem-based or simulation-based tasks** that require iterations and instructor feedback checkpoints

7 Lecturer Responsibilities

Lecturers must:

- 7.1 Clearly define in each assessment brief:
 - 7.1.1 Whether AI is controlled or prohibited, guided/limited, or permitted/autonomous
 - 7.1.2 What types of AI tools and uses are acceptable
 - 7.1.3 Whether an AI Use Statement is required
- 7.2 Design assessments that:
 - 7.2.1 Collect evidence of student thinking and learning over time
 - 7.2.2 Require active learner reflection and interaction with feedback
 - 7.2.3 Minimise the value of AI-generated end-products alone
- 7.3 Secure key assessments through:
 - 7.3.1 Supervised components (e.g., exams, viva)
 - 7.3.2 Checkpoint tasks to verify authorship
- 7.4 Adapt assessments yearly to match increasing AI literacy and ethical use expectations

8 Transparency and AI Use Statement

- 8.1 All non-invigilated assessments must include an **AI Use Statement**, which declares:

- 8.1.1 The AI tool(s) used
 - 8.1.2 For what purposes (e.g., drafting, outlining, summarising)
 - 8.1.3 Reflection on how AI outputs were evaluated, revised, or integrated
 - 8.1.4 A personal statement of ethical alignment with course requirements

- 8.2 AI Use Statement Template

All non-invigilated assignments must include the following AI Use Statement:

AI Use Statement

1. **AI Tools Used** (e.g., ChatGPT, Grammarly, DALL-E, etc.):
2. **Purpose of Use** (e.g., brainstorming, grammar correction, summarisation, idea generation):
3. **Extent of Integration** (brief description of how the AI-generated content was used or modified):
4. **Evaluation of AI Output** (explanation of how you assessed and adapted the AI output):

5. Ethical Consideration and Reflection (a short reflection on your ethical use of AI and how it contributed to your learning):

I confirm that all AI use in this assessment task has been declared in line with university policy.

Signature: _____

Date: _____

9 Misuse and Lecturer Authority

- 9.1 Lecturers are encouraged to document and escalate if authorship remains unverifiable or the use of AI is found to be unethical or hidden.
- 9.2 Where improper or undeclared AI use is **suspected**, lecturers act according to the Assessment Policy
 - 9.2.1 Require the student to undergo a **viva (oral defence)** to verify authorship
 - 9.2.2 Request **resubmission** with supporting materials (e.g., version history, prompt records).
 - 9.2.3 Refer the case to the disciplinary committee for further investigation.

10 Course-Level Responsibilities

- 10.1 Course Leader in consultation with Faculty Curriculum Committee must:
 - 10.1.1 Map AI integration across all years and majors.
 - 10.1.2 Ensure alignment of assessments with graduate attributes, including digital literacy and ethical reasoning.
 - 10.1.3 Identify and secure **course-level checkpoints** such as capstones, research projects, and final-year practicals, using supervised or process-driven assessments.

11 Staff Development and Guideline Review

- 11.1 The University must provide **ongoing training** in AI-aware pedagogy, process-based assessment design, and academic integrity protocols.
- 11.2 This guideline will be **reviewed annually** by the Academic Senate to:
 - 11.2.1 Reflect developments in AI tools and capabilities
 - 11.2.2 Address feedback from faculty and students
 - 11.2.3 Ensure alignment with regulatory and professional standards

12 References

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