

Guidance for Learners on AI Use

Purpose

The purpose of this document is to provide guidance and support for learners in their use of Artificial Intelligence (AI) tools in assignments. It will go over:

- The AI Assessment Scale that is used to label AI usage in assignments
- How to correctly cite and reference AI generated materials
- How to maintain academic integrity when using AI
- Potential risks of using AI

Definitions

AI - Technology that allows computer systems to imitate human learning, comprehension, problem solving, decision making, creativity and autonomy.

Generative Artificial Intelligence (GenAI) - AI models and systems that generate new content, such as text, images, music, or videos, that resemble human-created content.

AI Assessment Scale

Below is the AI AS, a tiered system that helps convey what level and type of AI use is allowed for each assignment. Each assignment will have a tier assigned and learners are expected to stay within that tier. AI use outside of the allowed boundaries could qualify as academic misconduct.

No AI Use	The use of any AI tool (online or locally hosted) is not permitted for any part of an assessment. This includes closed book and time bound examination settings.
AI for Planning	AI tools may be used at the planning stage of an assignment. All AI use must be declared. Learners must add an appendix showing the ideas, structures, and recommended research given by an AI. Acceptable use in this level is defined as: Idea generation: Using AI to generate suggestions on specific topics that could be included in their assessment. The learner would then have to research and create the assignment content without AI assistance.

	Structure: Asking AI to give an overview or to plan how to discuss the topic of the assignment (e.g. a short bullet point list). The learner would be required to take that list and expand it into a full assignment without further assistance from the AI. Research: Asking AI for references to appropriate sources that discuss the topic. Learners would then be required to evaluate those references. If any of the references are relevant to the assignment it should then be cited in the assignment work. AI summaries of any source are not permitted. All AI use must be declared.
AI for Editing	AI tools may be used to improve the written quality of an assignment. A learner who uses AI in this way would be required to cite how and where AI editing was used. Acceptable use in this level is defined as: Synonyms to words and phrases: Using AI for alternative suggestions for a word or phrase. A learner could also ask an AI if a word or phrase exists for a concept they are trying to communicate. Grammar checking: Asking AI to perform grammar checking on sentences or short paragraphs (< 200 words) and provide suggestions on how to update or change the content to better communicate the idea in said sentences or paragraphs. All AI use must be declared.
AI for Support Tasks	AI tools may be used to perform certain tasks in the assignment. The tasks that AI tools may be used for in this level may be considered menial, mechanical, or tedious, and not a direct contribution to a learning outcome. Learners are expected to clearly declare which tasks of their assignment have been AI generated. Examples of such tasks would be (but not limited to, as it varies from discipline to discipline): Sample dataset generation: Datasets for a given assignment may not exist, or exist in low sample count and/or poor-quality versions. AI can be used to create sample datasets. If such a dataset is created it is clearly declared in the assignment. Basic data analysis: summaries and basic statistics of data for further analysis by the learner. Template creation: AI generates a visual organisation of how information would be presented. Image annotation: AI generates alternative text and captions to describe what images and visuals are depicting.

	All AI use must be declared.
AI for Collaboration	AI is used to complete certain elements of the task (to express part of the learning outcomes), with learners providing discussion, analysis or commentary on the AI-generated content. This level requires critical engagement with AI generated content and evaluating its output. You will use AI to complete specified tasks in your assessment. All AI use must be declared.
Full AI Use	AI can be used for all parts of the assessment without restrictions and without critical analysis. There is no example of assessment where this is allowed as it would not meet any learning outcomes.

This table is based on the work of **Perkins et al, 2024**

Frequently Asked Questions

What are the risks of using AI for academic research and assignments?

- Gen AI can undermine academic integrity by allowing learners to submit material that was wholly created through AI as their own
- Gen AI created work does not credit authors, despite often borrowing heavily from such creators, leaving the user of the Gen AI vulnerable to accusations of plagiarism
- Overuse of AI can erode or hinder the development of Critical Thinking skills

How do I maintain Academic Integrity while using AI?

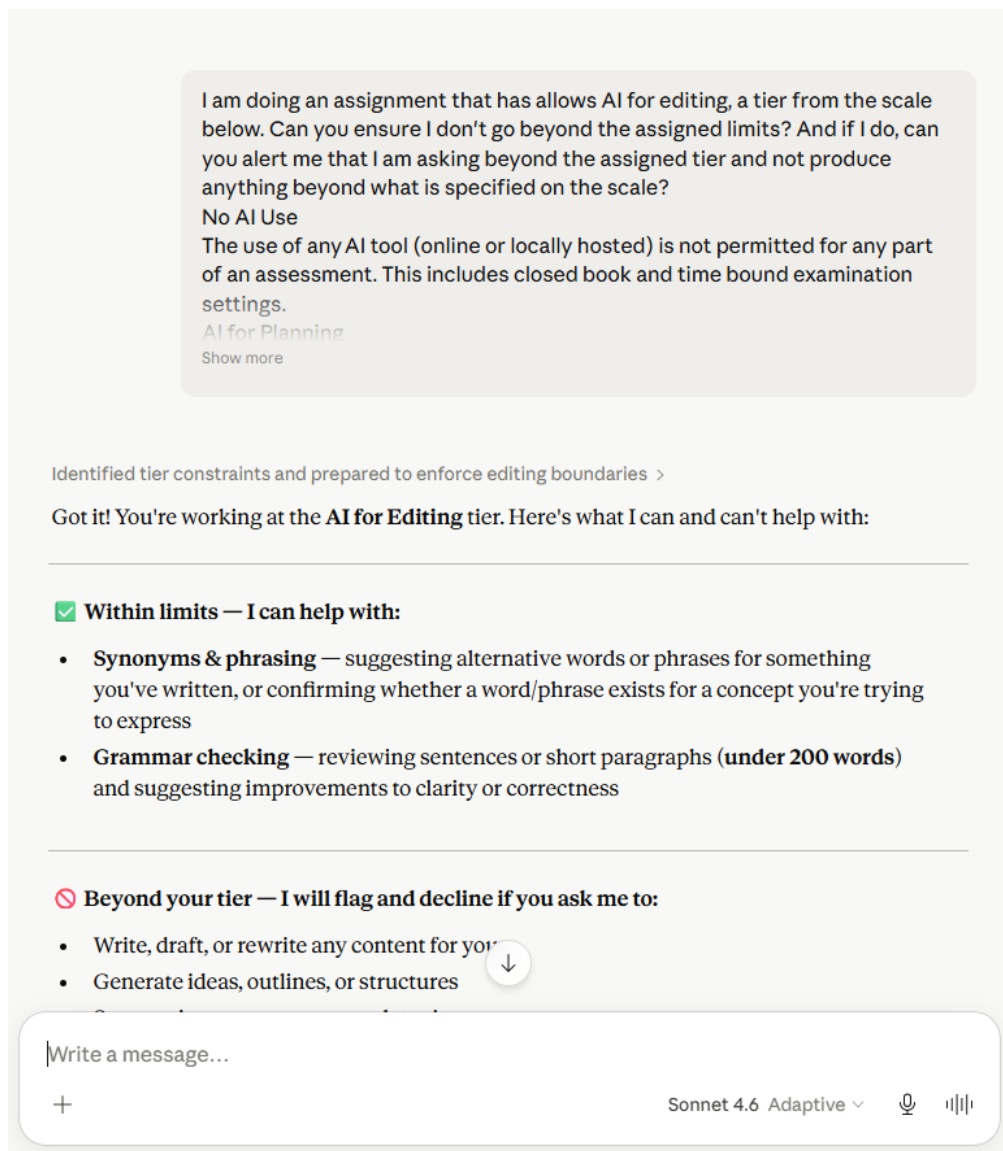
RCSI has come up with a good checklist to help guide learners when considering this question:

Gen AI: Ethical Use Checklist for Academic Integrity

- ☐ Have I checked to what level I am allowed use Gen AI for my work?
- ☐ Have I acknowledged its use?
- ☐ Am I avoiding plagiarism by citing AI assistance where appropriate?
- ☐ Have I verified the accuracy of AI-generated content?
- ☐ Does my use of AI comply with IMI's academic integrity policy?
- ☐ Am I aware of potential biases in AI outputs?
- ☐ Have I considered data privacy, both for myself and if relevant, patient confidentiality?
- ☐ If I have used AI in the research process, e.g., as a research assistant, have I been forthcoming about this?

How do I stay within these limits while using AI?

It can be difficult to use AI for one task and not fall into using it for another. It is recommended that in your prompt the AI, include this scale and ask it to keep its outputs within the acceptable range. You will still need to be careful so you don't fall into using AI for tasks beyond those specified in the assignments, but this is one way you can have an additional safeguard. An example of an interaction with AI is displayed below:



This is not a fool proof strategy, and learners still need to remain self-aware as they are using AI on the boundaries around assignments.

What does an AI Disclosure Statement look like?

Learners will have to fill out an AI Disclosure Statement on the Cover Sheet of all assignments which used AI. If not using AI, this section of the cover letter does not need to be filled in. Below is what it will look like:

AI DISCLOSURE STATEMENT (if Applicable)

I acknowledge the use of _____
[insert AI system(s) and link]
to _____
[specific use of GenAI]

This use was in accordance with the assigned AI AS Scale:

[Insert specific AI AS Tier]

The prompts used include:

The output from these prompts was used to _____

[explain use]

I reviewed these outputs by _____

[explain review process]

I have reviewed and evaluated all AI-generated content and confirm that it accurately reflects my understanding and intended meaning. I maintain full responsibility for the content and its accuracy.

AI Declaration Statement Template

I acknowledge the use of [insert AI system(s) and link] to [specific use of GenAI].

This use was in accordance with the assigned AI AS Scale: [Insert specific AI AS Tier]

The prompts used include [list of prompts].

The output from these prompts was used to [explain use].

I reviewed these outputs by [explain review process].

I have reviewed and evaluated all AI-generated content and confirm that it accurately reflects my understanding and intended meaning. I maintain full responsibility for the content and its accuracy.

Filled in Example:

I acknowledge the use of Claude (claude.ai, Sonnet 4.6) to help create an essay structure.

This use was in accordance with the assigned AI AS Scale: AI for Planning

The prompts used include: *I am writing a 2,000 word essay comparing and contrasting transformational, servant, Laissez-faire leadership styles. Can you make an overview for the essay structure of such an assignment? Keep it to a short bullet point list.*

The output from these prompts was used to create an essay structure in order to have a basic plan to start my essay.

I reviewed these outputs by fact checking as I did my own research and determined whether its recommended focus areas were what I wanted to focus on or not. The essay's final structure is very different from the original plan.

I have reviewed and evaluated all AI-generated content and confirm that it accurately reflects my understanding and intended meaning. I maintain full responsibility for the content and its accuracy.

When should I cite AI?

Whenever AI is used, such use must be disclosed/declared by a statement included in the work it helped produce. Citation and acknowledgement of it as source might also be required, depending on the type of contribution. For example:

- **Text generation:** Citation and AI disclosure is needed.
- **Image generation:** Sufficient details should be provided to properly acknowledge the image source and include full detail in your reference list. AI disclosure is needed.
- **Formatting:** No citation needed, but AI disclosure should still be made.

How should I cite AI?

You should credit the AI tool as the author, making sure to include it as an in-text citation (where applicable) and the reference list. If a shareable URL is available, please include it in the reference list entry. In the absence of a shareable URL, include the chat session with the AI tool as an appendix and refer readers to this appendix when citing the AI-generated text. For further information on shareable URLs for AI-generated content, please read the advice below.

Shareable URLs

Some AI tools such as ChatGPT and Gemini generate shareable URLs that allow other readers to see the content of chat sessions with them. There are also browser plugins such as [A.I. Archives](#) which generate shareable URLs for chat sessions. These should be included when possible.

Generated Text - Harvard Citation Style

Format for references with shareable URL generated by the AI Tool:

Name of AI (Year). Medium of Communication [AI] Receiver of communication, Day Month of communication. Available at: URL (Accessed: date)

Reference Example:

Claude (2026) Claude [AI] response to Tess Smith, 20 October. Available at: <https://claude.ai/share/be4bfbd9-80f5-485f-9127-9c2323495a88> (Accessed: 18 May 2026).

In-Text Example:

When prompted by the author, Claude responded with a 'definition of academic integrity' (Claude, 2026).

Format for references without shareable URL:

Name of AI (Year). Medium of communication [AI] Receiver of communication, Day Month of communication.

Reference Example:

Claude (2026) Claude [AI] response to John Smith, 20 October.

Generated Images

Format for AI generated Images:

Creator (Year) Title of work. Generated using AI tool name [AI] Prompted by (your name). Available at: URL (Accessed: date).

In-Text Example:



Figure 1. Image generated using ChatGPT from the prompt: "Heron in the style of Van Gogh"

Reference Example:

ChatGPT (2026) Heron in the style of Van Gogh. Generated using ChatGPT [AI]
Prompted by John Smith. Available at
https://chatgpt.com/s/m_6a0ad3f5b7f48191ad8c234e3a909c4a (Accessed: 15 May
2026)

Bibliography

O'Sullivan, J. *et al.* (2025) *Generative AI in Higher Education Teaching and Learning: Sectoral Perspectives*. Higher Education Authority. Available at:

<https://www.teachingandlearning.ie/gen-ai-sectoral-perspectives/> (accessed 15 May 2026).

Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2024). The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment. *Journal of University Teaching and Learning Practice*, 21(06). <https://doi.org/10.53761/q3azde36>

RSCI (2026) *Library Guides: Artificial Intelligence: Artificial Intelligence, Academic Integrity, & Referencing*. Available at: <https://libguides.rcsi.ie/AI/AcademicIntegrity> (Accessed: 31 July 2026).

TU Dublin (2025) *Guidelines on the Responsible use of Generative Artificial Intelligence in Teaching, Learning, Feedback and Assessment in TU Dublin*. Available at: [Guidelines-on-the-Responsible-Use-of-Generative-Artificial-Intelligence-in-Teaching-and-Learning-13.5.25.docx](#) (Accessed 15 May 2026).

UCC (2025) *Academic Integrity*. Available at: <https://www.ucc.ie/en/ethical-use-of-generative-ai-toolkit/academic-integrity/> (Accessed 15 May 2026).

UCD (2026) *Harvard Style Guide: Generative AI*. Available at: <https://libguides.ucd.ie/harvardstyle/harvardgenAI> (Accessed 15 May 2026)

University of South Wales (2026) *Harvard referencing: How to reference Artificial Intelligence (AI) tools*. Available at <https://libguides.southwales.ac.uk/c.php?g=699868&p=5162131> (Accessed 15 May 2026).