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Policy on Using AI in Assessment

1 Introduction

With the advent and rise in public awareness of generative AI, its use has become increasingly commonplace across higher education activities. In order to guide academic staff and learners in their understanding, use, and accommodation of AI resources, this policy was developed using the Generative AI guidelines for Educators developed by NAIN, as well as other resources linked at the end of this document.

1.1 Purpose

The purpose of this policy is to set out clear expectations, principles, and standards for AI Use in learner assessment. It aims:

- To outline the responsibilities of IMI's staff, faculty, and learners in IMI programmes in regard to AI and learner assessment
- Offer detailed definitions and examples of what is allowable, conditional, and prohibited levels of AI use by outlining the AI Assessment Scale (AI AS) framework in respect of the IMI's Acceptable Use of AI
- Maintain academic integrity by preventing plagiarism and misuse of GenAI tools

1.2 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

1.3 Scope

To whom does the policy apply?

This policy applies to all faculty, staff, and learners in relation to the work presented or submitted by learners for examination, assessment, or credit in taught programmes.

Who is responsible for drafting and organising the review of this policy?

The Head of Learning Development and Quality is responsible for drafting and organising the periodic review of this policy.

Who is responsible for approving this policy?

The Academic Council is responsible for approving this Policy.

Who is responsible for implementing this policy?

All learners, faculty and staff working on programme teams.

Who is responsible for implementing this policy?

The Director of Education and Learning is accountable for this policy.

Who should be consulted on its development?

Faculty are to be consulted in the development of this Policy. All staff within the Academy are to be aware of this Policy are welcome to provide feedback.

2 Principles

Based on the recommendations within the HEA's Generative AI in Higher Education Teaching & Learning Policy Framework, these are the guiding principles behind the development of this policy:

2.1 Academic Integrity, Transparency, and Accountability

IMI aims to uphold academic integrity through promoting learners and faculty to be transparent in their AI use, so their work alone can be traced, and so they can be accountable for what is produced. Learners are still responsible for any work they submit, and the intellectual labour of critique and judgement cannot be outsourced. The aim is not to eliminate gen AI from academic work but to ensure that its use is visible and consonant with the development of genuine understanding, while equally protecting the right of staff to decline its use where they judge it inappropriate to their learning or teaching.

2.2 Equity and Inclusion

Use of AI should not be a means through which existing inequalities are reproduced or amplified. IMI will ensure an AI-enabled education is equitably accessible and not hindered by cost, linguistic background, or prior technical experience. IMI will ensure that use of AI does not embed biases that disadvantage particular communities.

2.3 Critical Engagement, Human Oversight, and AI Literacy

IMI will uphold human judgement, critical thinking, and understanding of AI as the centres of educational practice. Human oversight ensures that decisions affecting students' lives and futures remain with human actors, who can be held accountable and understand the moral weight of these decisions. Education is fundamentally about developing the capacity to think, question, and create, and these skills should not be forgotten when analysing AI output. By promoting AI literacy, IMI ensures learners are equip with the ability to interrogate how systems work, to recognise their limits and biases, and situation their use in educational and societal contexts.

2.4 Privacy and Data Governance

IMI will act as a steward of learner data, handling such data with transparency and respect for the autonomy and dignity of the individuals it represents. IMI's AI use will be compliant with institutional policies and data protection regulations; sectoral best practices will be a fundamental requirement for AI deployment, ensuring adherence to ethical and legal obligations. As AI systems can often introduce risks of data exposure, misuse, or bias, IMI will implement and adhere to strong privacy and data governance and data stewardship standards.

2.5 Stakeholder Engagement and Collaboration

IMI will seek to incorporate stakeholder feedback through encouraging engagement and seeking out collaborative approaches. By listening to IMI's community of staff, faculty, and learners and by benchmarking against other institutions and leading industry organisations, IMI's AI use can align with the values and needs of its stakeholders.

3 IMI's responsibilities

IMI has specific responsibilities to learners, faculty, and staff in regards to AI. These include ensuring:

- The currency and relevance of the IMI's programmes; and that the teaching, learning and assessment methods prepare participants appropriately for related careers. For example, if AI is already being adopted and used in industry for specific purposes, it is essential that participants are prepared to use the related AI resources
- That staff and learners are informed, knowledgeable and competent. This emphasis on AI Literacy includes knowledge and skills about the availability, ethical use, and capabilities of emerging AI applications for Academic considerations. AI use has consequences for bias/transparency, environmental threats, data privacy risk, Intellectual Property (IP), and copyright infringement.
- The protection of academic integrity and qualifications awarded to participants, so that they are awarded based on the learner's own developed knowledge, skills and competences.
- That academic staff can make informed decisions about the suitability of AI use for academic purposes and assessment. To deliver relevant quality education for learners, academic staff must consider the impact AI has or could have, whether positive or negative, on programme and module related learning outcomes.
- That human oversight is always upheld, with any consequential decisions involving GenAI always including meaningful human oversight and review. This also applies to any AI-enabled learning environments, as faculty will retain final authority over assessment and curriculum decisions.
- That the use of AI solutions does not perpetuate bias, ensuring equitable access to education and opportunities for all groups, including underrepresented communities.

4 Artificial Intelligence Assessment Scale (AI AS) Framework

Listed below are the various categories of AI use available that may be chosen by a lecturer in advance to give learners clarity on what constitutes acceptable AI use in an assignment. Lecturers will indicate which category/categories on offer that apply to each assignment. Lecturers must choose or exclude each of the various categories without assuming use of the remaining categories. This allows for more flexibility in assessment design.

i. An Assignment brief must clearly state which categories of AI use are permitted

ii. All AI generated content and process must be declared

iii. Any category that is not listed as permitted may be assumed to be prohibited

iv. If it is determined that a learner has used an AI tool in any way that is not permitted by the identified categories on the specific assessment brief, then they will be subject

to the disciplinary procedures listed in the Academic Misconduct Procedure regarding the misuse of AI in assignments.

4.1 AI Assessment Scale (AS) Framework Table

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 is 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 use. 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**

5 IMI Staff responsibilities

IMI staff serve multiple functions in supporting learners, faculty, and staff in understanding AI use and the AI AS Framework:

- Programme staff in conjunction with Programme Directors will lead in deciding the parameters of permitted academic use of AI within their programme(s)/modules. This is informed by programme documents, programme and module learning outcomes, developments in their industry, and the changing expectations of both learners and employers in respect of graduates' required knowledge, skills and competences.

- Programme Coordinators and Library Staff must provide clarity, frequently and consistently, for faculty and learners in relation to the spectrum of AI use and AI misuse in any given assessment, and in each associated assignment brief.
- Programme staff involved in handbook development, mainly the Programme Quality Liaison and Programme Coordinators, must ensure:
    - The AI Assessment Scale (AI AS) Categories is included in the course handbook
    - In assessment descriptions, a category of AI use from the AI AS must be assigned and described.
    - In programmes/modules where no use of AI is permitted, it must be made explicit to learners that any use of AI generated content by learners will be reviewed in accordance with IMI's prevailing academic misconduct policies.
    - In an assessment where the use of AI is allowed, any use of AI by learners in their summative assessments must be declared.
    - A faculty's or programme team's approach may be restricted by the requirements of an external PSRB (Professional Statutory Regulatory Body). In such cases, the Faculty and Programme teams may determine that the use of AI by learners in their assignments and assessments is strictly prohibited.

5.1 Faculty responsibilities

All faculty should:

- Acknowledge and reference the use of GenAI if used in the creation of learning materials (seminar plans, lecture ideas, module descriptions, announcements exercises, quizzes, and activities)
- Encourage learners to use GenAI critically and reflectively when it is allowed
- Participate and engage in training and opportunities to better understand and apply AI ethically and academically.
- Seek assistance on understanding the implications of GenAI tools from IMI staff and fellow faculty

Programme Directors should:

- Ensure learners have explicit direction on the use of AI in each assessment
- Coordinate with associates to ensure learners are clear on the appropriate use of AI on each assessment

Associates should:

- Communicate the standard that learners are being held to. This includes making sure that learners understand the relevant AI Assessment Scale (AI AS) framework for each of their assessment briefs. It also includes communicating the consequences of allowed us and/or misuse of AI, including the Academic Misconduct procedure at IMI
- Teach learners on the value of academic integrity, ethical behaviour, and personal accountability

5.2 Learner Responsibilities

Learners should:

- Be acutely aware they alone are responsible for the work they produce
- Learners must make sure they understand the standard they are being held to. This includes making sure they understand the relevant AI Assessments Scale (AI AS) framework for each of their assessment briefs. It also includes understanding the consequences of allowed use and/or misuse of AI, including the Academic Misconduct procedure process at IMI.
- Avail of the faculty, library staff, and programme staff if confused on AI policy
- Consult referencing guides on the appropriate way to cite and reference GenAI tools when GenAI is allowed

6 Review

This policy will be formally reviewed every year, with additional amendments as needed, so to ensure continued alignment with national and international guidelines, as well as to keep current with emerging AI technologies.

All members of staff are welcome to advise on potential changes required or which may lead to enhancement at any point in time.

Related Resources	Griffin College's AI in Learner Assessment Policy NAIN Generative AI Guidelines for Educators 2023 Generative AI in Higher Education Teaching & Learning Principles for Ethical AI Adoption 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 academic-integrity-principles-and-lexicon-2025.pdf