

Guidelines for Practitioners on the Use Of Generative Artificial Intelligence in Assessment

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1. Purpose and Scope

These guidelines support CMETB practitioners in managing the use of generative AI in assessment.

They provide practical advice on:

- setting clear rules for generative AI use in assessment;
- communicating those rules to learners;
- acknowledging and referencing generative AI use;
- protecting personal and confidential information;
- designing authentic and inclusive assessments; and
- responding to concerns about inappropriate generative AI use.

Throughout the document, these staff are referred to as **practitioners**.

Generative AI should support learning, not replace a learner's own thinking, creativity or demonstration of knowledge, skills and competence.

These guidelines should be read alongside relevant CMETB policies and procedures. They do not replace existing requirements relating to assessment, academic integrity, malpractice, data protection, information security or quality assurance.

2. Background to AI

Artificial Intelligence (AI) is a term used to describe a broad range of machine-based systems, which possess varying levels of autonomy. AI systems are defined by their ability to use datasets to make predictions, recommendations or decisions on any set of human-defined objectives. Large Language Model (LLM) chatbots – such as CoPilot and ChatGPT – have become the most recognisable generative AI systems. These systems are capable of:

- Answering inputted questions
- Analysing, improving, and summarising text
- Composing essays and articles as well as fiction and non-fiction texts
- Generating computer code
- Translating texts from another language
- Generating new ideas, prompts, or suggestions for an inputted topic or theme
- Generating text with specific attributes, including tone, sentiment, or formality

Concerns have been raised by some critics of the technology, who are alarmed by the ability of some AI systems to “self-improve” over time. This refers to the fact that some AI software is capable of refining its outputs or “self-improving” through use of applicable datasets, without being programmed by humans to do so. However, there is no evidence at present that the advancement of these mechanisms will result in

the development of machine self-awareness. For now, such scenarios continue to be the domain of science-fiction.

3. AI Policy, Legislation and Education

3.1 Irish Government Policy

Recognising the enormous potential of AI to enhance global productivity and competitiveness, governments and businesses are advocating for their adoption and responsible use. In the Irish context, Government policy on Artificial Intelligence was outlined in the paper “AI – Here For Good”, published by the Department of Enterprise, Trade and Employment in 2021. In the foreword to the document, then Minister Robert Troy emphasised AI’s potential to become a positive force in the transformation of all areas of Irish life. The paper sets out the Government’s intention to promote the “ethical, trustworthy and human-centric design, development, deployment and governance of AI to ensure Ireland can unleash the potential that AI can provide.”

However, the Government paper also highlights the potential risks associated with AI. It warns that AI, if carelessly deployed, can result in profiling that may exacerbate social discrimination and the exclusion of already marginalised groups. Policymakers in all areas of Irish life must be considerate of the potential risks associated with AI and take action to offset them where necessary.

3.2 AI in Irish education

“AI – Here for Good” expresses optimism about the potential of AI to transform the education and training sector in Ireland. The Government paper articulates the pressing need to ensure that the Irish workforce is equipped with the skills needed to develop, deploy and use AI to increase productivity and benefit society as a whole. It promotes continued upskilling in the area of digital technologies and advocates for the responsible adoption of AI technologies to ensure that graduates are equipped with the skills needed to compete in the marketplace.

A 2022 study into Ireland’s future skills needs for the use of AI found that, while the adoption of AI is unlikely to lead to a net loss of jobs in Ireland, it may replace certain tasks within some roles. The study recommends that all members of the workforce should be informed regarding the ways in which AI may impact their job/sector over time, and – where possible – consider seeking appropriate education and training.

One of the key findings of the study is that every member of the workforce will eventually require some knowledge of Artificial Intelligence. This is indicative of the increasingly important role that AI is expected to play in the development of Education and Training in Ireland over the coming years.

3.3 EU AI Act and Data Protection Regulations

In addition to Irish policy, the use of Artificial Intelligence (AI) in education and assessment must comply with the EU Artificial Intelligence Act (AI Act) and data protection laws, including the General Data Protection Regulation (GDPR).

The AI Act takes a risk-based approach to AI. This means that some uses of AI are subject to stricter rules than others. In education and training, particular care is needed where AI is used to make decisions about learners, assess performance or achievement, determine access to programmes, or monitor behaviour during assessments. The AI Act also bans certain uses of AI, including emotion recognition systems in education settings, except in very limited circumstances permitted by law.

Where AI tools process personal data, staff must also comply with GDPR. This means that AI should be used in ways that are lawful, fair and transparent, for a clear educational purpose, and only use the personal information that is genuinely needed. As a general rule, staff should avoid entering learner personal data, sensitive information, assessment submissions, or identifiable learner work into AI tools unless the platform has been approved for organisational use and appropriate safeguards are in place.

4. Responsible, Ethical and Lawful Use of AI

4.1 Core Principles

CMETB is committed to the responsible, ethical and lawful use of Artificial Intelligence in teaching, learning and assessment. AI must be used in accordance with applicable legislation, including the EU Artificial Intelligence Act and data protection law, as well as national education policy, QQI quality assurance requirements and relevant CMETB policies and procedures.

All use of AI in teaching, learning and assessment should be:

- human-centred;
- transparent and capable of being explained;
- subject to meaningful human oversight;
- fair and non-discriminatory;
- respectful of privacy and data protection rights;
- accessible and inclusive; and
- consistent with academic integrity and the achievement of learning outcomes.

5. AI in Education

Microsoft Copilot is currently the AI tool supported for use on CMETB devices. Practitioners should use approved organisational tools and follow all relevant CMETB policies relating to data protection, information security and acceptable use.

Learners and staff may also encounter a range of other AI-enabled technologies outside CMETB systems, including generative AI chatbots, image-generation tools, writing assistants, translation tools, accessibility technologies and AI features embedded within common software applications. Practitioners should be aware of these technologies and consider their potential impact on teaching, learning, assessment, accessibility and academic integrity.

6. How and when might AI be properly/appropriately used?

Each CMETB service already has agreed policies and procedures in place to safeguard the authenticity of assessments. These policies should be updated so that they address the risks associated with AI misuse.

It is widely agreed that a blanket ban on the use of generative AI as an assessment aid is neither practical nor enforceable. Instead, it is recommended that the use of AI should be permitted under some circumstances. Practitioners in each CMETB centre should engage fully with AI technology and familiarise themselves with online AI systems. Centre staff may wish to create their own action plan for managing the use of AI in assessments within the service.

It is worth considering that some assessment tasks may be more readily adapted to the use of AI as a learning aid. It is therefore recommended that the application of AI should be determined in accordance with the nature of the assessment. The use of generative AI for assessment should only be permitted where it does not represent an obstacle to the learner's achievement of a programme's stated learning outcomes.

For every assessment task, learning practitioners should establish clear parameters for the use of generative AI, thereby ensuring that learners are well informed on the extent to which they are permitted to use AI in their assessment, and how it is to be acknowledged correctly. Learners should be left in no doubt as to what constitutes permissible and prohibited use of Artificial Intelligence.

When deciding whether AI use is unrestricted, restricted or prohibited in an assessment, practitioners should take account not only of academic integrity and learning outcomes, but also of legal, ethical and data protection requirements. If the proposed use of AI involves personal data, learner profiling, automated scoring, monitoring of learner behaviour, or any form of decision-making that may significantly affect learners, the centre or service should consider whether additional oversight is required under the EU AI Act and whether a Data Protection Impact Assessment (DPIA) is needed under GDPR before the tool is used. Services should seek advice from CMETB IT and Compliance teams before implementing AI systems that make or support decisions about learners.

As a general rule, practitioners should avoid inputting personal data, special category data, or identifiable learner assessment material into AI tools unless the tool has been approved by the organisation and appropriate safeguards are in place.

AI should be used in ways that support teaching, learning and assessment, but not in ways that compromise learner privacy, fairness or trust.

For each individual assessment, the practitioner should unambiguously inform the learner whether the use of generative AI is:

- Unrestricted (AI may be used throughout the assessment, subject to academic integrity requirements and achievement of learning outcomes)
- Restricted (limitations apply, consult with your tutor)
- Prohibited (not allowed under any circumstance)

In cases where the use of generative AI for assessment is categorised as Unrestricted, learners must acknowledge having used AI sources and reference AI-generated materials appropriately (see section 7 below). In cases where an AI source use is categorised as unrestricted, it may be beneficial (where possible) for learners to provide the practitioner with evidence of having internalised information gathered with the help of ChatGPT (e.g. an oral defense of an essay that has used ChatGPT sources).

Restrictions on the use of AI for assessment should be categorised as follows:

- Restrictions placed on some forms of AI (e.g. prohibiting the use of text generators such as ChatGPT and GEMINI, but allowing the use of image generators such as Canva)
- Placing restrictions on the extent to which AI may be used for assessment (e.g. AI may be used for early drafts of an essay/dissertation, but is prohibited for use in later/final drafts where the learner's own voice must be observable)

The table below¹ offers helpful guidance for learners regarding the extent to which AI source use is permissible:

	Extent of AI Use	Assessment Guidance for Learners
1.	When restricting all use of generative AI for an assessment task	Generative AI tools cannot be used in this assessment task. In this assessment, you must not use generative artificial intelligence (AI) (ChatGPT, Jenni AI, Copilot Chat, iAsk.ai, GEMINI, or other tools) to generate any materials or content in relation to the assessment task.
2.	When restricting types of generative AI tools for assessment	Generative AI tools are restricted for this assessment task. In this assessment, you may

¹ Table credit: Limerick and Clare ETB

		use the following generative artificial intelligence (AI) only- [insert names of and hyperlinks to of AI tools, or types of tools (e.g., image generators/text generators)]. Any use of generative AI must be appropriately acknowledged.
3.	When restricting ways of using generative AI tools for assessment	Generative AI tools are restricted for certain functions in this assessment task. In this assessment, you can use generative artificial intelligence (AI) in order to [insert full details of function, task for which use is permitted] only., Any use of generative AI must be appropriately acknowledged.
4.	No restrictions on use of generative AI for an assessment task	Generative AI tools are not restricted for this assessment task. In this assessment, you can use generative artificial intelligence (AI) to assist you in any way. Any use of generative AI must be appropriately acknowledged

Level of AI use	Acknowledgment Required
Spellcheck and grammar suggestions	Usually not required unless specified
Brainstorming ideas	Brief acknowledgement
Generating text, images, code or analysis	Full acknowledgement
Substantial contribution to content	Acknowledgement plus AI statement

Learners who use AI sources despite the assessment being categorised as “prohibited” may be subject to standard CMETB assessment malpractice investigation procedures (see section 9 below).

Leon Furze et al, also offer an interesting insight into categories of the AI Assessment Scale and pose a further category of AI exploration, [Updating the AI](#)

[Assessment Scale – Leon Furze](#). CMETB does not mandate use of this AI Assessment Scale by Furze et al. However, practitioners may find it a useful framework for communicating permitted levels of AI use to learners.

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.

Figure 3: AI Assessment Scale (Furze et al. 2024)

7. Promoting authenticity, inclusivity, and process-based assessment

All AI use in assessment should be considered within the context of a learner-centred approach to learning. The aim should be to provide meaningful, ethical and learner-centred uses for AI. With this in mind, it may be helpful to consider the following questions when designing assessment tasks for learners:

- Can the assessment task be designed to make the task personal to the learner, requiring the learner to reflect on personal lived experience?
- Can the assessments be written to be more current and relevant to the learner's real-life experiences (for instance, integrating case studies and problem-solving challenges?)
- Can assessments be designed so that the focus is on the learning process, rather than the end product? Such assessments would allow the learner to be assessed on what was learned during the programme, rather than simply assessing a single result at the end of the programme.
- Is it possible to apply Universal Design for Learning (UDL) principles to your assessment? Designing assessments with UDL in mind gives everyone the chance to succeed. Integrating UDL principles will help with the creation of flexible, inclusive and accessible assessments that cater to the learning styles of diverse learner cohorts. Learner tasks that are multimodal, requiring the learner to express their learning through more than one medium (e.g. part written assignment, part

video recording, part presentation) can help to offset the risk of inappropriate use of AI. Giving learners options in how they are assessed is an important way to encourage engagement with the task and reduce risk of inappropriate use of AI.

For further information on the integration of UDL principles in assessment, see the relevant CMETB guidelines document ([Appendix 1](#)).

Staff can register to participate in an annual UDL badge for both classroom based and non-classroom based rolls. This is advertised nationally and locally and further detail can be found here [Digital Badge for Universal Design in Teaching & Learning - AHEAD](#).

8. Additional advice for practitioners

Practitioners should consider it their professional responsibility to ensure that AI is used in ways that are transparent, ethical and beneficial to the learner. Practitioners should engage in relevant Professional Learning and Development (PL&D) opportunities, where available, to support the responsible, ethical and effective use of Artificial Intelligence in teaching, learning and assessment.

It is a good idea for all practitioners to familiarise themselves with AI tools including ChatGPT, GEMINI and Canva. Practitioners should develop an understanding of what each AI tool does and how it works. In many cases assessment tasks should be modified, bearing in mind that learners will have access to AI tools. In particular, assignments may need to be altered so that all marks are not assigned to the written element of the task. Consider making assessment tasks multimodal² or metacognitive.³

Examples of ensuring that deep learning has taken place irrespective of use of chatbots for the written aspect of the task include:

- Inviting the learner to defend the written assignment
- Inviting the learner to reflect on their learning journey
- Inviting the learner to submit part of their assignment using media other than writing (e.g. presentation, video)

Furthermore, practitioners should consider taking some of the following measures, which will help to mitigate the risk of AI misuse by learners:

- Restrict access to online AI tools on centre devices and networks
- Ensure that access to online AI tools is restricted on centre devices used for exams
- Set reasonable deadlines for submission of work and providing reminders

² For example, part written submission and part audio or visual recording.

³ For example, providing an account of the learning journey and the processes undertaken when completing an assignment.

- Where appropriate, allocate time for sufficient portions of work to be done in class under direct supervision to allow the teacher to authenticate each student's whole work with confidence
- Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages
- Introduce classroom activities that use the level of knowledge/understanding achieved during the course thereby making the teacher confident that the student understands the material
- Consider whether it's appropriate and helpful to engage students in a short verbal discussion about their work to ascertain that they understand it and that it reflects their own independent work
- Do not accept, without further investigation, work which staff suspect has been taken from AI tools without proper acknowledgement or is otherwise plagiarised – doing so encourages the spread of this practice and is likely to constitute staff malpractice
- Issue tasks for centre-devised assignments which are, wherever possible, topical, current and specific, and require the creation of content which is less likely to be accessible to AI models trained using historic data⁴
- Do not enter personal data, learner identifiers, or sensitive personal information into an AI tool unless its use has been approved by your service and appropriate safeguards are in place.
- Be especially cautious where AI is being used to score, rank, predict, monitor or make judgments about learners, as some educational uses of AI may fall within the high-risk category under the EU AI Act.
- Do not use AI tools for emotion recognition in teaching, learning or assessment settings. This is prohibited in education institutions under the EU AI Act except for very limited exceptions.
- If a proposed AI use may create a high risk to the rights and freedoms of learners, consult your organisation's data protection process and consider whether a DPIA is required before using the tool.
- Ensure learners are told clearly when AI is permitted, what kind of AI use is allowed, what data they should not upload, and how any AI use must be acknowledged.

9. Human Oversight and Professional Judgement

AI-generated content, recommendations or indicators must not replace professional judgement.

Final decisions concerning assessment, grading, reasonable accommodation, learner progression, academic integrity or alleged malpractice must be made by appropriately qualified and authorised staff. Practitioners must critically review AI-

⁴ List credit JCQ (2023, 6) *AI Use in Assessments*.

generated outputs and remain accountable for decisions made within their professional role.

AI detection tools may identify matters requiring further examination, but they must not be treated as definitive evidence or used as the sole basis for an academic integrity or malpractice decision.

10. Referencing of AI sources

Where AI sources have been used by the learner in any assessment, this must be acknowledged clearly and explicitly in the work submitted.

If a student makes use of an AI chatbot or other tool, which provides the sources it has used to generate content,⁵ the learner must independently verify these sources and reference them as they would any other source. For instance, if a chatbot acknowledges use of Howard Zinn's *A People's History of the United States*, then the idea must be attributed to the author (Zinn) and the text (*A People's History*) according to the referencing style recommended by the assessor.

Example:

In A People's History of the United States, Howard Zinn seems to suggest that Lincoln was guilty of racial prejudice, and that his contribution to the abolitionist cause has been exaggerated by traditional historians (Zinn, 1980).

The work should also be referenced in the bibliography in the usual way, as shown below:

Zinn, H., 1980. A People's History of the United States. 1st ed. New York: Harper & Row.

It is important to note that information generated by AI is not always accurate. The veracity of AI responses depends on the datasets that the system has drawn on to generate content. Therefore, if the AI tool does not provide details of the sources it has used, the learner should verify the information by consulting other sources. These sources should then be acknowledged in the usual way (see above).

It is also recommended that any assessment answer that has been aided by Artificial Intelligence tools should be accompanied by a learner statement explaining which technologies were used, how they were used and where in the document AI generated materials can be found. This statement should be submitted as an appendix to the main assessment submission.

Example:

This assignment was completed with the assistance of (insert name of AI system used). (AI system name) was used as an aid to research and served as a starting point for study of the question. Most of the information gathered using (AI system

⁵ Some chatbots will provide the sources they have used if asked to do so. Others will provide a general list of useful sources with regard to the topic under discussion.

name) was verified by other legitimate sources, and these have been referenced appropriately in the document. Where information generated by AI could not be independently verified, it has not been relied upon as evidence but has been used, where appropriate, as a prompt for further discussion and critical analysis.

In addition, the learner should keep a record of all AI-generated content used or consulted for assessment purposes. ChatGPT now has functionality whereby users can share a link to a complete record of the prompts and ChatGPT responses in a given conversation. The learner should provide this link in the reference list (see example below) for all chatbot conversations that have informed their assessment submission.⁶

Any acknowledgement of the use of AI technology by the learner must include the following key details:

- The name of the AI source used
- The URL for the AI source used
- The date content was generated

Example:

AI Prompt: Is Abraham Lincoln's contribution to abolition exaggerated?

AI Response: *Abraham Lincoln's contribution to abolition is a topic of historical debate and interpretation. Some argue that his role in ending slavery in the United States is exaggerated, while others believe he played a pivotal role*

Reference: OpenAI, ChatGPT, <https://chat.openai.com/share/1129cba8-d3b8-47ba-b7eb-cecc0c3a7f31> Accessed 4 Sept. 2023.

11. When/how is it wrong to use Artificial Intelligence?

AI misuse is defined in relation to the criteria for a given assessment (as outlined above). However, AI should never be accepted as a substitute for a learner's demonstration of possession of the knowledge, skill and competence required to complete a given assessment. Any incident where AI-generated text, or paraphrasing of AI-generated text, is not acknowledged by the learner should be regarded as misuse of the technology. Therefore, learners must be fully informed regarding acceptable/unacceptable use of Artificial Intelligence in the context of each individual assignment (see section 6 above).

Some examples of AI misuse in assessment include the following:

- Copying or paraphrasing sections of AI-generated content so that the work is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content

⁶ Guidance on how to copy and share a chat link is available here: <https://help.openai.com/en/articles/7925741-chatgpt-shared-links-faq>

- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.⁷

It is essential that learners understand why it is unacceptable to use Artificial Intelligence for assessment in ways that are not sanctioned by the practitioner and which inhibit their ability to achieve stated learning outcomes. It should be clear to all learners that unsanctioned AI use for assessment purposes constitutes malpractice and will incur penalties.

In this respect, it is important for all learners to receive some grounding in the principles of academic integrity prior to undertaking an assessment. Practitioners and learners should consult the [ETBI academic integrity handbook](#), which provides a useful guide to the definition of plagiarism and its consequences.

12. How might incorrect/inappropriate use be detected?

As alluded to above, AI-generated text is not always identifiable by traditional plagiarism-detection platforms such as Turnitin. No AI detection tool should be regarded as definitive evidence that AI has been used. Concerns should be investigated using established academic misconduct procedures (see CMETB Academic Integrity and Assessment Standards Policy) and a range of available evidence. This can make it extremely difficult for practitioners to recognise AI-generated assessment answers.

However, when correcting an assessment where AI use has not been acknowledged by the learner, the practitioner may notice that the answers are not composed in the learner's own "voice".⁸ Alternatively, the assessor may notice alternations in style between text composed by the learner and text generated by AI chatbots. It is important to bear in mind that AI chatbots generate responses based upon the statistical likelihood that the information provided is a correct response, containing correct language. The chatbot will often produce statements and responses that are convincing on first reading, but contain some incorrect or biased information.⁹

If the instructor has doubts about the authenticity of a learner's work and suspects that an assessment answer has been generated by Artificial Intelligence, standard CMETB malpractice investigation [procedures](#) should be enacted.

⁷ List credit JCQ (2023, 3) *AI Use in Assessments*.

⁸ Comparison with other work previously submitted by the learner may be a useful guide here.

⁹ It is worth noting that AI chatbots may produce harmful or offensive responses to questions, while others are known to generate fake references to books/articles. References to fake books/authors should be regarded as a significant red flag in this respect.

13. AI Literacy, Awareness and Professional Learning

CMETB recognises that responsible use of Artificial Intelligence requires practitioners to maintain an appropriate level of AI literacy relevant to their roles. Practitioners involved in teaching, learning, assessment, verification or quality assurance should engage in appropriate AI awareness and professional learning activities.

To support this, QAES and PL&D will, within their respective areas of responsibility:

- maintain and promote appropriate AI awareness and professional learning opportunities;
- maintain records of staff attendance at relevant PL&D events, where such attendance is formally recorded through existing organisational processes;
- review and update AI guidance and supporting resources in response to changes in legislation, regulation, technology and educational practice; and
- where approved through the appropriate HR and Compliance processes, support the use and maintenance of staff declarations confirming that relevant guidance has been read and understood.

Individual practitioners are responsible for engaging with relevant guidance and professional learning, keeping their knowledge up to date, and applying professional judgement when using AI in teaching, learning and assessment.

14. Roles and Responsibilities

Role	Responsibilities
QAES	Maintain and review the guidelines; monitor emerging assessment and quality risks; support consistent implementation; report significant themes through relevant governance structures.
PL&D	Coordinate or signpost appropriate AI literacy and professional development opportunities.
IT, Data Protection and Compliance functions	Advise through their respective organisational processes on tool approval, information security, data protection and regulatory compliance.
Centre or service management	Support implementation; ensure staff know where to obtain advice; escalate proposed uses that may create additional legal, ethical or data-protection risks.
Programme boards and relevant quality structures	Monitor the effect of AI on assessment practice, learning outcomes and programme quality; review recurring concerns and improvement actions.
Practitioners	Set clear assessment parameters; communicate permitted AI use; protect learner information; exercise professional

	judgement; follow academic integrity and malpractice procedures.
Learners	Follow the instructions for each assessment; use AI only as permitted; acknowledge its use honestly; retain evidence where required; protect their own and others' personal information.

15. Summary of Advice for Assessors

In conclusion, practitioners should practice the following in relation to the management of AI in assessment:

- Explore the various AI chatbots and content generators available online, in order to familiarise themselves with how they work and what they can (and can't) do. This will help them to appreciate the potential benefits of AI in education, while also strengthening their ability to identify work that may have been generated by AI.
- When designing curriculum delivery and assessment, bear in mind that AI should be used to support thinking rather than to bypass it.
- Take a programmatic approach to assessment where possible, making sure that assessment spans across a whole programme rather than being applied solely at individual task or unit level. This will allow for multiple methods of judging whether the learner has achieved the required learning outcomes.
- Remember that many traditional forms of assessment task – including developing a plan, a strategy, making a case, comparing and contrasting, inventing data for an experiment, plotting graphs, producing a slide deck on a topic, writing code, analysing data in spreadsheets, compiling a list of references – may be generated by AI.
- Consider the scope for incorporation of reflective exercises in assessment. These should focus on “process” rather than “product”, may be delivered via media other than writing (e.g. an oral defence), and cannot be generated by AI. Oral defences need not be formal presentations and may take the form of a brief structured conversation between practitioner and learner.
- Ensure that learners appreciate the importance of academic integrity and understand how the improper use of AI generators may compromise it.
- Provide opportunities for learners to explore and discuss the potential and limitations of AI as an aid for learning within the context of learner responsibility, ethics and academic integrity.
- Emphasise to learners that integrity, trust, and truthfulness should rest at the heart of learning, knowledge discovery and creativity.
- Set clear parameters for learners on each assessment with regard to the reasonable use of AI within that assessment, clearly stating whether AI use is unrestricted, restricted or prohibited.
- Clearly communicate to learners what is permitted and prohibited in relation to the use of AI in each assessment, and make sure that this information has been understood.

- Ensure that learners understand how to correctly acknowledge and reference the sources used by an AI generator to construct an answer to a question.
- Ensure that learners understand how to correctly and clearly mark any text that has been generated by AI.
- Ensure that learners understand the penalties associated with failing to acknowledge any use of AI generators in their assessments.
- Remember that Turnitin and other plagiarism detection software will not always identify AI-generated answers.
- Where unacknowledged and improper use of AI is suspected, initiate standard assessment malpractice procedures.

**If you have any queries in relation to the contents of this document, please contact a member of CMETB's QAES team or your service's QA Coordinator.*

16. Sources

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