

Assessment Briefs for Different AI Assessment Categories

Here is a suggested guide to crafting assessment briefs or amending them to indicate to students on how much, or how little AI they may use in their assessment.

Category 1: Prohibited

Prohibiting the use of AI in an assessment is neither desirable nor enforceable in most instances. Students need to learn to use these tools effectively, ethically and critically in their student and professional careers, and 'banning' the use of AI in an assessment where the conditions are not controlled is more likely to provoke undisclosed use than force students not to use it and may include tools that you have no objection to students using (such as some grammar and spelling checkers). However, in closed conditions examinations, prohibiting the use of AI may be necessary, perhaps because it is proscribed by external accrediting bodies.

The use of this category in coursework is not recommended.

Example Brief:

Use of AI: Prohibited – You may not use any AI tools in the completion of this examination.

Category 2: Minimal

A minimal level of AI use corresponds to the base level of use described in [the student-facing Academic Integrity pages](#). This is the default position where additional guidance has not been provided. However, it is good practice to reiterate this in any assessment brief and invite conversation and clarification.

Example brief:

Use of AI: Minimal - You may only use tools such as spelling and grammar checkers in this assignment, and their use should be limited to corrections of your own work rather than substantial re-writes or extended contributions.

Category 3: Selective

In this case specific tasks that can be completed with AI are clearly stated. Assessment briefs would need to list tasks that could be completed by AI and possibly the tools that could be used. Be mindful of potential inequalities that may be introduced or exaggerated by permitting AI use. Some students may have paid access to superior tools others cannot use.

Example brief(s):

Use of AI: Selective – For this assessment, you may only use AI tools in the following ways:

1. Exploring concepts: as an enhanced form of preliminary study aid. It should not be cited in your work and you will need to substantiate any ideas you apply through reference to peer-reviewed resources.

2. Provide general feedback on draft work: “General” here refers to spelling, punctuation and grammar changes, or enhancements to conciseness and structure. However, you should not allow AI to make changes to that work directly and should check suggestions you are unsure about with academic teaching staff.
3. Initial Research: you can use AI as a mechanism for researching and exploring relevant literature and ideas. However, you should then read suggested sources rather than cite directly from the AI and the responsibility for accuracy remains with you.
4. Spelling and grammar checkers: you can use spelling and grammar checkers in this assignment, although they should be used to correct rather than conduct substantial re-writes.
5. Idea generation: you can ask AI to generate ideas about a topic for you to explore further through independent research. You should be careful using AI in this way as sometimes it can suggest ideas that are not relevant.
6. Suggesting structures: AI can suggest structures and templates for you to consider, such as an essay plan or report structure.
7. Suggesting titles: AI can provide you with variations on your assignment title and reword ideas you already have.
8. Summarising ideas: AI can summarise content based on your own work or the work of others. Be careful, as AI can often summarise incorrectly and omit key information. Such summaries should be used as an enhanced form of preliminary study aid. It should not be cited in your work and you will need to substantiate any ideas you apply through reference to peer-reviewed resources.
9. Cited AI: acknowledging if AI was used in drafting, editing or correcting of any written material submitted. This acknowledgement must include the AI used (e.g., ChatGPT, Gemini, Claude, etc).
10. Media generation: AI can create images, graphical representations or other forms of media that may supplement or illustrate your own work. Be careful, as AI can often provide poor visual outputs that are often flawed.

Uses of tools outside of these limitations may incur academic misconduct penalties. You are not obligated to use AI tools in your work, and no additional credit is awarded for their use.

Category 4: Integral

Integrating AI means requiring students to use specific tools in specific ways to complete the assessment. There are ethical and equality considerations to address before taking this route. As a minimum, students should not be asked to pay for a tool or be forced to accept a privacy or end-user agreement they may otherwise not choose to accept to complete an assessment. To contain the use of AI to specified practices, we would recommend taking this approach only in assessments that are designed to limit the value of misusing AI in the first instance.

You should still include guidance on appropriate referencing or any wider limitations, too. For example, if you require students to use AI for one, specific action but do not wish them to use AI to generate draft material prior to submission, this should be made explicit in your brief.

Example brief:

Use of AI: Integral – For this assessment, you will be required to use GenAI for specific tasks. We ask that you only use Microsoft Copilot to complete the tasks outlined below, accessed through a Microsoft Edge browser logged in to your university account. This provides a greater level of data security than other tools and ensures all students have access to the same resources. You will need to use AI to complete the following tasks: [insert list of tasks].