



Arden University statement on the use of artificial intelligence in assessment



Artificial intelligence in assessment

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This statement aims to help staff and students make good choices about the use of artificial intelligence (AI) in assessment. It describes the principles that apply at University level, as requested by staff and students.

These principles are:

- Students should learn about AI, so that they can use it properly in their future careers;
- Staff and students must always act with fairness and honesty in the assessment process;
- Students who use AI technologies to act dishonestly in assessment will be liable for a penalty under the University's Academic Misconduct policy.

You must use these principles to inform your own choices about the use of AI in assessment. You are responsible for your choices and the consequences of them.



Students

Students may use AI tools recommended by their tutors and Arden University, to support a positive student experience and as part of their learning activities. Normally, it will be acceptable for students to:

- use any AI tools supplied or managed by Arden University for the purposes we say you can use them;
- use AI tools to help you work more efficiently, or to provide reasonable adjustments for disability;
- use AI for coaching purposes, to help you check and develop your understanding of a topic, or to get formative feedback on your own work.

Unless the assignment brief or task gives different instructions, you must not:

- use any AI tools to achieve the learning outcomes for you;
- use any AI tool in a way that breaks Arden University's rules on Academic Misconduct;
- use online translation tools to work between English and another language.

Staff

Staff may use AI tools:

- in any of the ways that are acceptable for students;
- to support quality assurance and enhancement processes;
- to teach about the technology. If AI generated material is used in teaching, this must always be clearly stated, and a reason given for choosing it over other sources.

Staff may use AI in teaching or in assessment in alternative ways, where there is a good educational rationale to do so. They should present this to students in line with the recommendations of the AI assessment scale (Perkins et al 2024), Note that Arden University's default position on this scale is at point two.

Normally, it will not be appropriate for staff:

- to use AI in any of the ways that are unacceptable for students;
- to use AI generated content instead of their own expert teaching materials;
- (with the exception of multiple-choice tests) to use AI to mark work or to create feedback for students.

Support

Arden University will support its staff and students to meet our expectations by

- providing staff and students with a list of free-to-access AI services that allow them to engage with the technology in acceptable ways;
- offering training and information to help develop their digital literacy in relation to AI;
- Taking action to stop services that use AI in unacceptable ways from communicating with our staff and students through Arden University email accounts;
- updating this statement regularly, so that our position on the use of AI remains in keeping with developments in the technology.

The graphic below shows some acceptable ways of using artificial intelligence tools, and identifies some ways you must not use AI. Some uses of AI will only be allowed if the assignment brief or task instructions specifically permit them. If there is no guidance in activities or assignment briefs, you must assume that the principles above apply.

Note that this is not a complete list and will be updated as the technology develops.

Acceptable: person uses AI to support and refine their work

Not acceptable: AI creates the work and the person refines it

	Acceptable	Only allowed if required in the assignment brief or task	Not acceptable
Language	Speech-to-text dictation tools	Text-to-speech tools for presentations	Using online translators to translate whole sentences, paragraphs or pieces of work between English and another language. This applies equally to sources you read, and to writing your own work
	Predictive text		
	Spelling and grammar checkers that mark errors but do not make changes themselves	Spelling and grammar checkers that make the changes for you	
	Online dictionaries used to translate single words		
Ideas / content	Generating example content for inspiration only	Generating data, images, text or a case study as a source that you critique in your assignment	Using artificial intelligence to create content which you then put into your work, even if you edit or paraphrase it
	Using prompts to refine your own understanding of a topic		Using AI to give an argument or point of view which you then present as your own
	Generating questions or tests to help you check your knowledge		Using AI to suggest answers to quiz or test questions
Research / analysis	Suggesting a starting list of resources to use in an assessment	Using AI tools in the analysis of large datasets	Using AI to summarise, critique or paraphrase sources for you
	Generating a list of questions or prompts to inspire your own investigations	Generating questions or prompts that you then put directly into your own work	Presenting an argument or position generated by AI as your own
	Assisting with visualisations of data or your own analysis of sources		Generating a reference list/bibliography that you put directly into your own work
Structure / presentation	Suggesting some frameworks that you might use to structure your work	Using an AI generated structure, template or outline for an assessment, with a proper citation	Using an AI tool to create a structure or format for your work
	Using AI tools embedded in Office, and similar packages supplied by Arden University, to improve the format and presentation of your own work		



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