

## QUB Guidance on the use of AI in Assessment – 2025-26

The goal of this document is to provide high-level guidance on the use of generative AI within assessment.

### **Appropriately introducing AI**

With regard to the use of AI within education, our goals are to provide equal access for all, enhance the student learning experience, improve critical thinking skills, and prepare our students for real-world AI applications they will use after graduation.

The inclusion of AI tools into teaching and assessment methods will vary by discipline, and protecting this autonomy is essential. Additionally, professional bodies may further shape and define how AI is integrated, particularly in relation to accreditation.

### **Ensuring academic rigour and integrity**

Protecting academic rigour and integrity is essential and our regulations concerning academic offences have been updated to include procedures that cover the suspected inappropriate use of AI within assessment.

As recommended by the [QAA](#), as we explore new and updated methods of assessment it is important that we are clear in our expectations around the use of AI and help support our students to understand what is expected of them. This can be achieved by providing an open environment where students can freely discuss the use of AI and raise their concerns without fear of consequences.

The challenge of preserving academic integrity is not a new problem and the introduction of generative AIs will not change the fundamental challenges that face educators. To effectively prevent malpractice, it is essential to address its root causes. Research shows this can be achieved by promoting a strong culture of academic integrity that emphasises the importance of honesty and integrity. Our ultimate objective is to prepare students for the dynamic and evolving employment contexts of the future.

### **Use of AI detection tools**

Current tools that attempt to detect AI generated text – whether by analysing writing styles, using machine learning classification, or watermarking – cannot definitively identify AI-authored content. Such systems often produce an unacceptably high rate of false positives. Alongside this, AI capabilities are broadly integrated within many writing tools.

Considering these factors, the use of text-based AI detectors is not recommended. See [QUB guidance on the use of AI detection tools](#).

### **Sustainability of different types of assessment**

Education is in a period of transformation. AI is reshaping not only how we assess but also how students learn and the skills they will need for the future. At the same time, AI capabilities continue to evolve rapidly, influencing teaching, learning, and assessment practices. We are therefore navigating a time of sustained change that requires our approaches to adapt.

In this context, it is important that we do not automatically revert to traditional handwritten, supervised examinations. While such assessments can uphold integrity and remain appropriate in certain circumstances, they do not offer a comprehensive or future-focused approach. Instead, we will need to embrace change, ensuring our assessment practices evolve alongside advances in AI to remain sustainable, relevant, and aligned with the skills needed in a changing world.

### **Emerging assessment revision**

There is likely to be a more significant move in many disciplines towards programme-level or synoptic assessments across modules. This might involve:

- Decreasing the volume of assessments, especially those diminished by the availability of AI tools, and repurposing the freed time for other pedagogical activities.
- Increasing the emphasis on synoptic assessments, requiring students to synthesise knowledge from different parts of the programme. Some of these assessments might permit or integrate the use of AI tools.
- Develop additional authentic assessments, where students use their skills in practical, often workplace-oriented scenarios. Ideally, these assessments would also encompass a synoptic component.
- Increasing the use of formative assessment to provide students with feedback on their learning.

By reducing the volume of assessment, it becomes possible to create space within the curriculum that can then be used to develop additional skills and competencies, including discipline-specific applications of AI.

### **Practical advice for staff**

- Review how generative AI might enhance student learning through the assessment. For example, AI tools could be used to analyse and summarise relevant materials, provide a draft structure or starting point, or otherwise free up time for students to focus on other critical aspects of their learning such as evaluation, synthesis, analysis, critical thinking, or reflection. The [AI Assessment Self-Help Guide](#) offers a practical and efficient way to assess the potential impact of AI on your assessments.
- Engage students in conversations about the proper use of AI tools, both as an aid to learning and as a tool. Highlight the need to ensure appropriate data privacy and the importance of understanding the limitations and potential biases in AI tools. Stress the necessity to verify and validate AI-generated results.
- Require students to "show their work" by submitting drafts or notes or using digital versioning (documents stored on a student's OneDrive can provide a record of changes made over time). Such material can provide insight into the steps students took to arrive at their final submission.
- Have open and transparent discussions with students regarding the acceptable and unacceptable use of AI in assessments and the value of integrity. This should include explicit instructions on what constitutes appropriate use, such as the production of original work. Students should be required to acknowledge requirements through a declaration of integrity

form and be informed that any unacceptable use of AI will be considered academic misconduct.

### **Academic offence procedures**

The University has in place procedures for investigating allegations of academic offences and imposing penalties where such an offence is found to have been committed See [Procedures for Dealing with Academic Offences](#)