# Frequently Asked Questions.

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## AI Tools in Assessment.

Staff are wondering whether it would be ok to ask students to use an AI tool to generate a presentation and then to critique it. Could this type of activity be a) used in a teaching session and b) an assessment item.

### Response.

As long as it is clear in the assessment brief what the task is then this could be used in (a) and (b). The main issue would be that you are asking students to potentially sign up to a tool (not supplied by the institution) to complete the assignment – we cannot require students to sign up to 3rd party tools – this would be their person choice. Perhaps this could be a group assessment where students work with those who already have accounts?

**Answered by**: Rob Howe

## Citing and referencing AI in student work.

We note that on the [citing and referencing guidance](https://libguides.northampton.ac.uk/referencing/ai/acknowledgement), students are asked to indicate how they have used generative AI in their work. Knowing our student cohort, we are already anticipating the sorts of questions we will be asked about this! One of the things we are sure we will be asked is ‘can I still get an A if I’ve used AI in any way in my assignment?’. I wonder if you can give us some guidance on how we can best respond to those sorts of questions. Asking students to acknowledge their use of AI is clearly a good thing – but we’re not quite sure what the expectations are in relation to how we use that acknowledgement.

### Response.

All of the information is guidance at this stage.

The assessment brief should be the location where you identify the level of AI that can be used. If there is no AI to be used in the actual assignment, then I’d suspect that normal academic integrity rules apply. If it is included as part of the assignment then there just needs to be some clarity on the expectations of use.

1. As you know we advise three approaches: 1) Assignment brief states that AI is not to be used 2) AI is incorporated to be used to develop or plan the assessment or 3) AI is fully woven into the assessment and a key part.
2. So, if a brief explicitly states they should use AI and they don’t, it will affect the marking.; it would be the same as not using three examples in a report if requested to do so. So, making AI part of the assignment design and outlining the use is important.
3. The reverse would also apply if you have asked students not to use it and you discover that they do; normal academic integrity rules would apply.
4. If you have been clear in the brief, then this should negate many of these questions. We don’t “mark down” at UON so if parameters are not outlined, we cannot penalise for using AI or refer to an AIO.

**Answered by**: Rob Howe and Kate Coulson