

IBC Policy Statement on the use of Artificial Intelligence in Student Work

1. Introduction

IBC recognises that artificial intelligence (AI) can be a very useful tool to aid learning and its effective, responsible use is likely to be a desired trait for employers. The ability to check facts and authenticate information derived from Generative Artificial Intelligence software has emerged as a key graduate attribute which if used, correctly, has considerable value for current students and their future employability. However, misuse of AI tools in relation to qualification assessments at any time constitutes malpractice and all students and tutors must be aware of the risk posed by AI when not used with care.

This document sets out some guiding principles for the use of AI in student assessments, in order to maintain academic integrity in all activities conducted by IBC.

2. Scope

This applies to ALL students at IBCM in any work generated for assessment and/or marking. It applies to all assessors/tutors who will be involved in the assessment, marking, grading and internal quality assurance of student work.

3. Responsibilities

Each **assessor** is responsible for making appropriate checks on student work (see information below, plus IBC Assessment and Verification Strategy and the IBC Assignment submission procedure) and conducting authenticity discussions as appropriate. Tutor/Assessors must ensure that students are fully aware of what constitutes academic misconduct including the use of AI.

Programme Leaders will ensure that this is done throughout their programme

The **Academic and Quality Manager**, reporting to the **Academic Board** will ensure that all staff are made aware of their responsibilities and that appropriate Internal Quality Assurance mechanisms are in place to monitor any actual/suspected inappropriate use of AI in student work. This will involve the instigation of any disciplinary proceedings (see IBC Disciplinary Procedure) as required.

The **Principal**, as Chair of the Academic Board, will be responsible for monitoring the above and reporting to the **Governing Body**.

4. Artificial Intelligence (AI) and AI tools

Artificial Intelligence (AI) refers to the ability of machines to perform tasks that typically require human-like intelligence, such as learning, reasoning, problem-solving, and decision making. AI involves the development of algorithms and computer programmes that can process vast amounts of data and perform complex calculations and operations in a way that mimics human intelligence. AI is used in a wide range of applications, including natural language processing, computer vision, robotics and machine learning, among others.

Generative Artificial Intelligence tools are based on large language models (LLMs) such as Chat GPT and have been trained with vast databases to write coherent text in a particular style according to the instructions (prompts) given by the user. Users can ask follow-up questions or ask the chatbot to revise the responses already provide. AI chatbots respond to prompts based upon patterns in the data sets upon upon which they have been trained. They generate responses which are statistically likely to be relevant and appropriate. AI chatbots can complete tasks such as:

- Answering questions
- Analysing, improving and summarising text
- Authoring essays, articles, fiction and on-fiction
- Writing computer code
- Translating text from one language to another
- Generating new ideas, prompts or suggestions for a given topic or theme
- Generating text with specific attributes such as tone, sentiment or formality

5. Acceptable use of AI

Generative Artificial intelligence can be used ethically to support students in their learning. AI used correctly will support students to develop core life skills during their studies, which include:

- Problem Solving
- Critical thinking
- Communication
- Decision-making
- Creative thinking
- Interpersonal relationships
- Self-awareness
- Self-efficacy

AI can be a useful aid to student learning, for example to find material on a topic that they then consider and explore in more depth. This could include learning to support their use of

English and use of tools such as Microsoft Editor in Word and Grammarly can be helpful to check and get suggestions for spelling and grammar.

AI can be used in the learning experience to gather subject literature/information for critical review, and as a supportive editing tool to correct typing errors, language, pronunciation etc and to facilitate collaborative learning in study groups or peer-assessed activities.

AI can also be used for students to prepare for assessed activities by acting as a revision tool for questions and automated feedback and to identify areas where students may face difficulties

5. Unacceptable uses of AI

The use of AI chatbots can pose significant risks for students completing their assessments. Responses are produced based upon the statistical likelihood of the language selected being an appropriate response and so the responses cannot be relied upon. AI chatbots often produce answers which seem convincing but contain incorrect or biased information. Some AI chatbots have been identified as providing dangerous and harmful answers to questions and some can also produce fake references to books/articles by real or fake people.

Assessments are designed to check knowledge and understanding of students. Whilst AI could be used to support learning as part of the process of study, it must **not** be used to create the assessed product (assignment, presentation etc).

Examples of AI misuse include, but are not limited to the following:

- Submitting work produced in whole, or part, by Artificial Intelligence
- Copying or paraphrasing AI-generated content without proper referencing
- Using AI to complete parts of the assessment so that the work does not reflect the students 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/referencing of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies (students must understand how to reference the use of AI content and AI sources)

Students must produce work that is their own. This means both ensuring that the final product is in their own words and isn't copied or paraphrased from another source such as an AI tool, and that the content reflects their own independent work. Students are expected to demonstrate their own knowledge, skills and understanding as required for the qualification in question and set out in the qualification specification. Any use of AI which means students have not independently demonstrated their own attainment is likely to be considered malpractice.

The student declaration specifically asks students to confirm authenticity of their work and confirm that any other sources have been appropriately acknowledged and referenced. Tutors

will also be able to complete an “authenticity discussion” to confirm the student is able to discuss and answer questions about their work.

6. Referencing

It is essential that students understand the importance of referencing the sources they use when producing work for an assessment. Appropriate referencing is a means of demonstrating academic integrity and is key to maintaining the integrity of assessments. If a student uses an AI tool which provides details of the sources it has used in generating content, these sources must be verified by the student and referenced in their work in the normal way. Where an AI tool does not provide such details, students should ensure that they independently verify the AI-generated content and then reference the sources they have used.

In addition to the above, where students use AI they must acknowledge its use and show clearly how they have used it. This allows teachers and assessors to review how AI has been used and whether that use was appropriate in the context of the particular assessment.

Where AI tools have been used as a source of information, a student’s acknowledgement must show the name of the AI source used and should show the date the content was generated. For example: ‘CHATGPT 3.5 (<https://openai.com/blog/chatgpt/>) 25/10/23’ The student must retain a copy of the question(s) and computer-generated content for reference and authentication purposes in a non – editable format, for example a screenshot. (IT would be unacceptable to simply reference “AI” or “ChatGPT” in the same way that it would be unacceptable to just state “Google” rather than the specific website and pages which have been consulted).

7. Students • Remember that AI should not be used as a source of facts: it is not always accurate (see “unacceptable uses of AI above)

- **AI works best as a supportive tool for your general performance and skills development** (including language and writing ability) and NOT to provide content for your assignments – the easiest way to avoid breaching academic integrity regulation is to avoid using generative AI altogether, unless you are specifically asked to use it.
- **Keep records of the work you do:** ideally save numbered versions of your work rather than overwriting the same file all the time. Keep copies of your research notes, calculations etc as you could be asked for these if there is a suspicion of generative AI use.
- **Be ready to explain your answer and how you produced it:** You will be asked to participate in an authenticity discussion with your tutor/assessor. This will involve a series of questions where you will need to explain your research, your thinking, your conclusions etc and demonstrate clear knowledge and understanding of your writing and of underlying concepts
- **Make sure you understand what is appropriate for each assessment you are undertaking:** If you are not sure whether it is acceptable to use generative AI content tools, you should discuss this with your tutor, Programme Leader or Academic Manager.

- **Follow referencing guidelines:** make sure you understand how to reference appropriately so as to avoid any misconduct in the form of plagiarism. This applies in respect of all sources used and includes the use of AI.

The attached appendix gives some examples of acceptable/unacceptable uses of AI in student assessment

8. Tutors

- Ensure you emphasise to students the importance of submitting their own independent work and stress to them the risk of malpractice
- Ensure that students understand how to reference correctly, including in respect of AI
- Ensure that students sign the student declaration (front sheet) for all assignments submitted
- Ensure students understand the IBCM disciplinary policy and procedures, and the consequences of academic misconduct, including plagiarism.
- If inappropriate use of AI is suspected, as with other instances of plagiarism, do not accept the students work for marking before conducting the authenticity discussion
- Ensure that formative assessment takes place with regular checks to ensure that students are producing work which is their own

Some possible indicators of misuse of AI include:

- Default use of American spelling, terms etc
- Default use of language or vocabulary which might not be appropriate to the qualification level
- Inclusion of references which cannot be found or verified
- Instances of incorrect/inconsistent use of first-person and third-person perspective where generated text is left unaltered
- A difference in the language style used when compared to that used by a student in the classroom or in other previously submitted work
- A variation in the style of language evidenced in a piece of work, if a student has taken significant portions of text from AI and then amended this
- A lack of graphs/data tables/visual aids where these would normally be expected
- A lack of specific local or topical knowledge
- Content being more generic in nature rather than relating to the student themselves, or a specialised task or scenario if this is required or expected

The attached appendix gives some examples of acceptable/unacceptable uses of AI in student assessment

Appendix 1: EXAMPLES

- 1) Student A uses Grammarly, an AI editing/proofreading software. The student uses Grammarly's suggestions for correcting low-level errors in their written work. Grammarly identifies some issues with expression and spelling and offers a few tips on how to fix them. The student decides to rewrite the sentence to make it clear and concise.

Is this an acceptable use of AI editing software?

Answer: YES the student considers Grammarly's tone, expression and context suggestion. They have taken time to re-write the paragraph rather than just accepting the suggestion. However, if student A had selected the "Get Expert Writing Help" in Grammarly, this would have changed the situation. This is a paid copyediting service. The narrative from this service would no longer be the student's work and they could not submit this without it being Academic Misconduct and therefore leading to Disciplinary Procedures.

- 2) Student B uses ChatGPT to generate several sample essays on their coursework topic. The student takes sections from each of the sample essays and adds them to the main body of their coursework. *Is this an acceptable use of AI software?*

Answer: NO. The student has inserted subject matter from the AI into the piece of coursework, presenting the content as if it were their own. In this case, the student has not conducted their own research or demonstrated original thought or understanding of the topic. Tutors/Assessors should spot this anomaly and conduct an authenticity discussion followed, as appropriate, by instigation of disciplinary procedures.

- 3) Student C uses Chat GPT to generate several sample essays on their coursework topic. The students use the information to gain further background awareness and form their thinking for their assessment.

Is this an acceptable use of AI software?

Answer: YES. The student has used the information to develop their understanding and has not directly used the information in their assessment submission.

9. Version History

| | |
|----------------|------------------------------|
| Version | 26.1 |
| Originator | Academic and Quality Manager |
| Effective from | January 2026 |
| Approved by | Academic Board |
| Review Date | January 2027 |