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Level	AI Use	Overview	Examples of Activities	Case Study
1	**NO GEN AI**	**Gen AI must not be used at any point during the assessment.** The assessment is completed entirely without Gen AI assistance. This level ensures that students rely solely on their knowledge, understanding, and skills.	• Technology-free discussions, debates, or other oral forms of assessment • Technology-free ideation, individual, or group work in class • Ad-hoc or planned viva-voce examinations, question and answer sessions, or formative discussions between students and educators	The assessment for a group of first year students requires that they present a business idea to secure funding from a financial institution. This is a summative assessment that accounts for 20% of their marks in the module. The activity is designed to assess their ability to integrate the concepts that were addressed on the module and their ability to verbally communicate their ideas in a time-limited scenario. This is conducted as a group activity during class. Students are directed to put their phones into their bags and use only the flipchart paper that has been provided to them.
2	**GEN AI-ASSISTED IDEA GENERATION AND STRUCTURING**	**No Gen AI content is allowed in the final submission.** Gen AI can be used in the assessment for brainstorming, creating structures, and generating ideas for improving work. Using GenAI tools at this level may benefit students by allowing them to explore a wider range of ideas and improve the depth or final quality of their work.	• Collaborative brainstorming: Students can use AI to generate ideas. These ideas can then be discussed, filtered, and refined by students in a collaborative setting. • Structural outlines: Students may use AI to create structured outlines of their work. • Other assistance: Gen AI may be used to suggest topics, areas of interest, or sources (using an Internet-connected model) that might be useful for a student's research.	Second year students are required to submit two essays as part of one of their modules. Each essay accounts for 50% of the module mark. The lecturer has opted to permit the use of Gen AI for brainstorming the topic. This will be used alongside conventional academic literature searches on the subject for which students must also include their search strategy. The lecturer requested that students include several appendices with their assignment including: • The prompts that were inputted by the students during the brainstorming activity. • The output generated by the Gen AI from the prompt. • A 500-word statement critiquing the brainstorming outputs from Gen AI in comparison to the outputs from their structured search strategy and a rationale for the topics that they included in their essay. • A statement acknowledging the use of Gen AI in the assignment and the level of Gen AI involvement. • A checklist to ensure that they have included all elements required as part of the assignment and considered their approach to the use of Gen AI.
3	**GEN AI-ASSISTED EDITING**	**Gen AI can be used to make improvements to the clarity or quality of student created work to improve the final output, but no new content can be created using Gen AI.**	• Grammar, punctuation, and spelling: Students may use Gen AI to identify and rectify grammatical, punctuation, spelling, and syntactical errors in their work.	First year students will be submitting their very first essay in University. Their module lead is eager that students will not feel intimidated by the process of editing the submission for grammar and punctuation but will rather focus on the ideas they present within the essay. The module lead has therefore decided that they can use Gen AI for assisted editing. The module lead requests that students included several appendices with their assignment including: • The prompts that were inputted by the student.

		Gen AI can be used, but your original work with no Gen AI content must be provided in an Appendix.	• Word choice: Gen AI can suggest appropriate or synonymous terms to replace simpler words and phrases, helping clarify writing.	• The original essay before being amended by the Gen AI tool for comparison alongside AI-assisted content, thus ensuring the authenticity of their contributions. • A statement acknowledging the use of Gen AI in the assignment and the level of Gen AI involvement. • A checklist to ensure that they have included all elements required as part of the assignment and considered their approach to the use of Gen AI.
4	GEN AI TASK COMPLETION, HUMAN EVALUATION	**You will use Gen AI to complete specified tasks in your assessment.** Any Gen AI created content must be clearly acknowledged. Gen AI is used to complete certain elements of the task, with students providing discussion or commentary on the Gen AI-generated content. This level requires critical engagement with Gen AI generated content and evaluating its output.	• Direct AI generation: Students may be tasked with using Gen AI to produce content on a specific topic, theme, or prompt. This could range from generating datasets, social media posts, or crafting narratives. Students would use this as a basis for an original piece of work in which they may submit both the generated work and their own. • Comparative analysis: After Gen AI produces content, students may be asked to compare it with human-created content on the same topic, identifying differences, similarities, and areas of divergence. • Critical evaluation: Students generate content with the express purpose of critiquing the output and questioning its choices, biases, and potential inaccuracies. • Integration: Students may be tasked with integr	For a third-year module, students are required to submit an essay that is worth 30% of module marks, while 70% of marks are associated with an oral presentation. The essay is submitted three weeks prior to the oral presentations. The students should present an appraisal of the literature on the subject within the essay while the presentation focuses on a case study and data analysis that they have completed arising from the literature review. The module lead has elected to permit Level 4 Gen AI use for the essay. The module lead requests that students included several appendices with their assignment including: • The prompts that were inputted by the student. • The output generated by the Gen AI from the prompt. • A 500-word statement critiquing the outputs from Gen AI in comparison to the outputs from their structured search strategy and a rationale for the topics that they included in their essay. • A statement acknowledging the use of Gen AI in the assignment and the level of Gen AI involvement. • A checklist to ensure that they have included all elements required as part of the assignment and considered their approach to the use of Gen AI.

				ating Gen AI content into a larger project to ensure cohesion and alignment with broader objectives. This might constitute part of an industry project or part of an authentic assessment task.	
5	**FULL GEN AI**	**You may use Gen AI throughout your assessment to support your own work.** Gen AI should be used to meet the requirements of the assessment, allowing for a collaborative approach with Gen AI and enhancing creativity.		• Co-creation: Students are given broad themes or parameters in which they may achieve a task, and then actively co-create with Gen AI. • Gen AI exploration: Students use various Gen AI tools to explore a wide range of ideas, styles, or solutions, exploring the ethical and practical implications of technology in a given domain. • Real-time feedback loop: As students work on a task, they can continuously use Gen AI to adjust their work, thereby shaping the final output. • Gen AI products: Students create finished products or artefacts using Gen AI throughout, such as completed software or entire artworks	As part of a formative assessment to highlight the importance of editorial oversight, second year students are asked to produce a short report on an historical political event in the style of an online article for a news agency. They are instructed to utilise Gen AI to generate the text and edit the article if they felt it required editorial revision for accuracy. The following is required by the module lead as part of the submission: • The prompts that were inputted by the student. • The output generated by the Gen AI from the prompt. • The editorial revisions of the Gen AI output, if deemed necessary by the student. • A statement acknowledging the use of Gen AI in the assignment and the level of Gen AI involvement