



Allowable AI in Assessment Guide for Tutors

Important: This information is based upon the AI in Assessment (Updated May 2025) document. Please check whether a more recent update of the AI in Assessment document is available, and find the Guide for Tutors appropriate to that update. AI tools and capabilities change fast, so don't expect an old guide to still work.

You can find the most up to date guidance at:

- [Course: AI Learning Community | Home](#)
- [AI Guidance | UWTSD Intranet](#)

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Updated: 21/05/2025

Based upon: AI in Assessment (Updated May 2025)

What is this guide?

This is a guide for tutors, who create or set up assessments for modules at levels 3-7. It is designed to help you understand the different categories of allowable AI and how to choose the best categories for your assessment.

You **must** have read both the UWTSD AI Guidance Learning and Teaching and the AI in Assessment (please use the latest updated version).

You can find these documents:

- On the intranet: [AI Guidance | UWTSD Intranet](#)
- On Moodle: [Course: AI Learning Community | Home](#)

Quick Recap: The types of allowable AI

For the full information on the types of allowable AI (Guidance: May 2025), you should read the AI LT Guidance, and the AI in Assessment documents. Both are available:

- On the intranet: [AI Guidance | UWTSD Intranet](#)
- On Moodle: [Course: AI Learning Community | Home](#)

General Allowable Uses

Since May 2025, there is a series of allowable uses of AI **that are allowed to all students for all assessments.**

Students are allowed to:

- Use appropriate AI tools to help them find relevant books, articles and online resources on a topic.
- Use AI tools to store and interlink notes, create mindmaps and tag resources and ideas.
- Use AI tools to manage references and format references and bibliographies.
- Use integrated tools like Microsoft Editor, or a specialised tool, like Grammarly (not including the Grammarly Generative AI Assistant), to check for grammar, spelling and readability.

RESEARCH with AI

Please note that the guidance for Researching with AI was updated in May 2025.

When you allow students to RESEARCH with AI, that means that you allow them to:

1. Use AI tools to support quantitative data cleaning
2. Use AI tools to automate tasks and normalise datasets
3. Use AI tools to support quantitative data analysis, including coding support and complex data analysis.
4. Use AI tools to code and analyse text data, such as primary research data, ex. survey responses, interviews, etc, and secondary research data, such as reviews, articles, etc.
5. Use machine learning tools to model and predict trends based on your data.
6. Use AI tools to analyse textual data for themes, trends, sentiments, etc.
7. Use AI tools to create visualisations

STRUCTURE with AI

When you allow students to STRUCTURE with AI, that means that you allow them to:

Based upon: AI in Assessment (Updated May 2025)

1. Ask an AI tool for advice on how to structure their work.
2. Check the structure of their existing work and give suggestions for improvement.

PROOFREAD with AI

Please note that the guidance for Proofreading with AI was updated in May 2025.

When you allow students to PROOFREAD with AI, that means that you allow them to:

1. Use a Generative AI tool, such as ChatGPT, the Generative AI bot in Grammarly, or Microsoft Co-pilot, to check and correct a text they have written themselves for readability, grammar and syntax.

This is **Advanced** Proofreading, rather than the **Basic** Proofreading that is since May 2025 covered in General Allowable Uses.

WRITING with AI

When you allow students to WRITE with AI, that means that you allow them to:

1. Use an AI tool to convert their notes into text for submission
2. Use an AI tool to convert the transcript of a voice recording into text for submission

PROGRAMMING with AI

When you allow students to PROGRAM with AI, that means that you allow them to:

1. Ask questions of an AI tool to explore the problem
2. Create snippets of code
3. Debug code

CREATIVE WORK with AI

Please consult the AI in Assessment document for a full explanation of what students are allowed to do **if you are in a Creative subject**.

If you are not in a Creative subject, then please read below:

When you allow students to do CREATIVE WORK with AI, that means that you allow them to:

1. Use AI tools to create images
2. Use AI tools to manipulate images
3. Use AI tools to create or edit video
4. Use AI tools to create or edit sound

Quick Recap: Acknowledging use of AI

For full details and examples, please use AI Acknowledgement Guidance

In brief:

- All students, irrespective of whether they have used AI or not, must include at the beginning of their submission an acknowledgement of how/if they have used AI.
- The wording of the acknowledgement is specific and needs to follow what is in the AI Acknowledgement Guidance.
- Please remember to remind to your students that they must keep copies of their drafts, notes and other resources.

The acknowledgement looks like this:

I acknowledge the use of [AI Tool] [(AI Tool url)] on [Date] to [Purpose my work].

I used the prompt(s):

- [Prompt]
- [Prompt]
- [Prompt]

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

All student related guidance (included guides and videos) are available at:

- [Course: AI Learning Community | Home](#)
- [AI Guidance | UWTSD Intranet](#)
- [UWTSD Student HWB](#)

AI Literacy: Tool and Skill for employability

[Research published in May 2024](#) suggests that:

- **66%** of business leaders say they will **not** hire someone **without** AI skills
- **71%** of business leaders are **more likely** to hire a **less** experienced candidate **with** AI skills than a more experienced one without AI skills
- **76%** of professionals say they need AI skills to remain competitive
- **22%** of recruiters already say they're updating job descriptions to reflect the usage of **generative AI** in the role.

Effectively, if your students don't know how to use AI tools appropriately, they are less likely to be employed when they graduate.

Integrating AI literacy in your modules and assessments means that your students are better prepared for the future at work or outside.

[Research published in May 2025](#) suggests that:

- 24% of business leaders say their companies have already deployed AI organization-wide
- 81% of leaders say they expect agents to be moderately or extensively integrated into their company's AI strategy in the next 12–18 months
- A new concept is getting traction: The Frontier Firm. "A frontier firm is a company powered by intelligence on tap, human-agent teams, and a new role for everyone: agent boss".
- 71% of Frontier Firm workers say their company is thriving, compared to just 37% of workers globally
- 45% of leaders say expanding team capacity with digital labour is a top priority in the next 12–18 months
- 78% of leaders are considering hiring for AI-specific roles to prepare for the future
- When asked why they turned to AI instead of a colleague, employees cited 24/7 availability (42%), machine speed and quality (30%), and unlimited ideas on demand (28%) as the top reasons—all things humans cannot provide.
- 28% of managers are considering hiring AI workforce managers to lead hybrid teams of people and AI agents
- LinkedIn projects that 70% of the skills used in most jobs today will change by 2030, with AI emerging as a catalyst.
- AI literacy is now the most in-demand skill of 2025, according to LinkedIn

General Allowable uses and what to do with them

From May 2025, there are general allowable uses of AI.

This means that students will be allowed to use them for **all** pieces of work.

These are:

- Use appropriate AI tools to help them find relevant books, articles and online resources on a topic.
- Use AI tools to store and interlink notes, create mindmaps and tag resources and ideas.
- Use AI tools to manage references and format references and bibliographies.
- Use integrated tools like Microsoft Editor, or a specialised tool, like Grammarly (not including the Grammarly Generative AI Assistant), to check for grammar, spelling and readability.

Effectively this means that basic research and basic proofreading can be done using AI tools.

This will affect your choices in terms of the allowable uses of AI in individual assessment specifications (GA36 forms). If you had chosen either RESEARCH or PROOFREADING in 2024/25, you need to consider again if the **updated** Research and Proofreading specifics are relevant and appropriate to the assessment.

Essentially, everything that was included in RESEARCHING with AI and PROOFREADING with AI in 2024/25 has now moved to **General Allowable Uses**.

Make sure that you update any guidance or information you give your students to reflect the updated guidance.

Why allow RESEARCH with AI?

When you allow students to RESEARCH with AI, that means that you allow them to:

- Use AI tools to support quantitative data cleaning
- Use AI tools to automate tasks and normalise datasets
- Use AI tools to support quantitative data analysis, including coding support and complex data analysis.
- Use AI tools to code and analyse text data, such as primary research data, ex. survey responses, interviews, etc, and secondary research data, such as reviews, articles, etc.
- Use machine learning tools to model and predict trends based on your data.
- Use AI tools to analyse textual data for themes, trends, sentiments, etc.
- Use AI tools to create visualisations

What does this mean?

Using AI for **Quantitative Data Cleaning** means that students can use AI tools to detect and correct errors, fill in missing values, or standardise formats in datasets. Example: A student uses an AI-powered spreadsheet assistant to identify and fix inconsistent date formats or remove duplicate entries in a survey dataset.

Automating Tasks and Normalising Datasets is to use AI to automate repetitive data preparation tasks, such as converting all text to lowercase or aligning different datasets to a common structure. Example: A student uses Python with AI code suggestions to merge multiple CSV files and normalise column names for consistency.

Supporting Quantitative Data Analysis means that students can use AI tools to help write code for statistical analysis, generate models, or interpret complex numerical data. Example: A student uses an AI coding assistant to write R code that performs regression analysis on economic indicators.

Coding and Analysing Text Data is to use AI to help code qualitative data (e.g., interview transcripts) or analyse secondary sources (e.g., literature reviews). Example: A student uses an AI tool to identify recurring themes in open-ended survey responses or to summarise key arguments from a set of academic articles.

Using Machine Learning to **Model and Predict Trends** means that students can apply machine learning models to their data to identify patterns or make predictions. Example: A student uses a machine learning tool to predict future energy consumption based on historical usage data.

Analysing Textual Data for Themes, Trends, or Sentiment is to extract insights from large volumes of text, such as identifying sentiment or tracking how topics evolve over time. Example: A student uses an AI tool to analyse social media posts for public sentiment on a political issue.

Creating Visualisations means that students can use AI to generate charts, graphs, or other visual representations of their data. Example: A student uses an AI tool to create an interactive dashboard that visualises trends in climate data over the past decade.

When to allow RESEARCH with AI

You should allow RESEARCH with AI only in assessments with a large component of data analysis.

Take Care to

Students will need help to fully understand how to handle data while using AI tools.

You need to cover with them:

- The ethical and legal implications of the use of AI tools when handling sensitive data.
- How to check their work and results; AI tools can be inaccurate.
- The importance of checking the Terms and Conditions of all AI platforms that they use.
- Ensuring that any sensitive or confidential information or data are not used (accidentally or deliberately) to train AI models, made available publicly or contravene GDPR requirements.

Examples and Case Studies

Quantitative Research in Business Analytics

Assessment Task: Analyse customer purchasing data to identify trends and make recommendations for improving sales.

AI Use: Students can use AI tools to clean and normalise data, perform statistical analysis, and generate visualisations.

Detailed Example:

- **Data Cleaning:** The student uses Excel with Copilot to detect and correct inconsistencies in product names and missing values in the dataset.

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- **Automated Analysis:** They use ChatGPT or another AI coding assistant to write Python code that calculates average purchase frequency and customer lifetime value.
- **Visualisation:** The student uses an AI tool like Tableau with natural language prompts to create dashboards showing seasonal trends and customer segmentation.

Student Action: Interpret the visualised data to make evidence-based recommendations for marketing strategies.

Qualitative Research in Education Studies

Assessment Task: Analyse interview transcripts from teachers about their experiences with remote learning.

AI Use: Students can use AI tools to code qualitative data, identify themes, and summarise findings.

Detailed Example:

- **Text Coding:** The student uploads transcripts to a tool like Quirkos or NVivo with AI-assisted coding to identify recurring themes such as "student engagement" or "technical challenges."
- **Theme Analysis:** They use a general AI tool to summarise each theme and extract representative quotes.
- **Sentiment Analysis:** The student uses an AI model to assess the emotional tone of responses, identifying areas of concern or satisfaction.

Student Action: Write a thematic analysis report, critically reflecting on the implications for future teaching practices.

Why allow STRUCTURING with AI?

When you allow students to STRUCTURE with AI, that means that you allow them to:

1. Ask an AI tool for advice on how to structure their work.
2. Check the structure of their existing work and give suggestions for improvement.

There are two sides to this use of AI tools.

On the one hand, students can use AI tools to learn about how best to structure their work, get feedback on structure and create better work for assessment.

On the other hand, structuring arguments and/or reports, etc., will, with the advent of AI tools, become more of a critical skill than a mechanic one. AI tools can save time and effort in the mechanical side of structuring, such as following a set of predefined steps or rules, and formatting and basic organization. Instead, students can focus instead on refining their content and conducting further research.

At the same time, using AI tools to structure or restructure work can help students learn about the strengths and weaknesses of different structural patterns to cater to specific audiences or goals, without wasting time moving paragraphs around.

When to allow STRUCTURING with AI

You should allow STRUCTURING with AI for all assessments and all levels of study.

If you have an assessment that specifically targets structuring skills, such as essay plan, then you may not allow STRUCTURING with AI for those specific assessments. Alternatively, you can integrate AI in the assessment requirements by asking the students to use AI tools to create different potential structures, consider the different options, decide which one is the best for their purposes and explain their decision.

It is the student's responsibility to ensure that they check the materials provided to them by the AI tools they are using.

Examples and Case Studies

Business Plan in Business Studies

- **Assessment Task:** Develop a business plan for a new startup.
- **AI Use:** Students can use AI tools to get advice on structuring their business plan and receive feedback on their draft structure.
- **Detailed Example:**

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- **Prompt:** "How should I structure a business plan for a new startup?"
- **AI Output:** Suggested sections such as executive summary, company description, market analysis, organization and management, product line or services, marketing and sales, funding request, financial projections, and appendix.
- **Student Action:** Organise their business plan according to the suggested structure and refine it based on AI feedback.

Why allow PROOFREADING with AI?

Remember that **basic** proofreading with AI is now part of the General Allowable uses.

When you allow students to PROOFREAD with AI in the Assessment Specification (GA36), it means that you allow **ADVANCED** proofreading.

That means that you allow them to:

1. Use a GAI tool, such as ChatGPT, the AI bot in Grammarly, or Microsoft Copilot to check a text they have written themselves for readability, grammar and syntax
2. Get suggestions to rephrase their work.

Students are only allowed to use this prompt:

PROMPT: Please check and correct the following text for readability, grammar and syntax, giving me a list of changes made: YOUR TEXT

They then need to decide whether they want to implement the changes suggested by the GAI tool.

Please note that this includes the full use of AI assistance on Grammarly.

When to allow PROOFREADING with AI

You should allow PROOFREADING with AI in subjects where graduates would be expected to be able to use this type of advanced proofreading in the workplace.

Remember that this will affect the student's submission in terms of language and style.

Why allow WRITING with AI?

When you allow students to WRITE with AI, that means that you allow them to:

1. Use an AI tool to convert their notes into text for submission
2. Use an AI tool to convert the transcript of a voice recording into text for submission

Writing with AI is already becoming common in business and everyday communications for many people. Over time, one would expect that it will become ubiquitous.

At the same time, writing formally, as well as in different registers, has been a major skill in university-level education for hundreds of years. It is not easy to step away from it.

When considering whether to allow Writing with AI in your assessments, it is best to start with the expectations of your relevant industry, if any, and the main careers of graduates, as well as the QAA Benchmark for your subject.

Writing with AI is, currently, best suited to disciplines and assessments where the actual creation of the full written text is considerably less important than the other work that a student has done to complete the piece of work.

The most important factor in your decision is the question of skill acquisition. Is writing with AI a skill that your students will need in the world of work to be competitive compared to their peers? If the answer is yes, then you should integrate Writing with AI in appropriate assessments.

Another factor to consider is whether the actual writing of an assignment is effectively nothing more than reporting on other, more important, parts of the assessment. In that case, then you will want to consider whether Writing with AI can help students save time and focus on what is important.

Examples and Case Studies

Project Proposal in Engineering

- **Assessment Task:** Write a project proposal for developing a new engineering solution.

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- **AI Use:** Students can use AI tools to convert their project ideas and research into a structured proposal.
- **Detailed Example:**
 - **Prompt:** "Convert my project ideas and research into a structured proposal for developing a new engineering solution."
 - **AI Output:** A draft proposal with sections such as project objectives, background, methodology, expected outcomes, and budget.
 - **Student Action:** Review and refine the proposal, ensuring it is clear, detailed, and persuasive.

Why allow PROGRAMMING with AI?

The PROGRAMMING with AI guidance effectively allows the following:

1. Asking questions of an AI tool to explore a coding problem.
2. Create small snippets of code, such as boilerplate.
3. Debugging

Both debugging and creating code snippets with AI is common today, and indeed people in the industry would expect students to do that. So, this is a skill and application that students need to have before graduation.

The importance of transparency in the usage of AI is particularly prevalent when it comes to programming. Using AI tools teaches students the importance of collaboration and transparency in coding. They learn to document their work and differentiate between their contributions and AI-generated code.

When it comes to using AI tools to explore programming problems or issues, AI tools can help students understand complex programming concepts by providing explanations and examples. This can be particularly useful for beginners who need more guidance.

Why allow CREATIVE with AI?

When it comes to the creation of non-written materials with AI, it is essential to make a distinction between art-, design- and media-focused disciplines, and every other discipline.

Where creativity is not the focus of programme

Effectively, if you are in any discipline where creativity is not the focus of the programme, then allowing Creative with AI can be very helpful to you, your students and their skill-sets.

The easiest example is if a student wants to create a nice front page for their dissertation. They should be able to use AI to create a picture, diagram etc.

If your assessment has creative elements, such as for example creating brochures, how-to-videos, educational resources, models, posters, etc. then allowing Creative with AI means that your students will:

1. Create better work, irrespective of their own personal ability to be practically creative. For example, they can create pictures and sketches without being able to sketch themselves.
2. Be able to be more creative with how they approach these assessments, even if they cannot draw, sketch, or act.
3. Learn essential skills on using creative AI tools that are now common in a variety of industries, and will become more and more common in the near future.

Examples and Case Studies

Assessment Task: Develop a Marketing Brochure for a New Product

AI Use: Students can use AI tools to create and enhance visual elements for their marketing brochure, even if they lack traditional artistic skills.

Detailed Example:

1. **Editing and Enhancing Images:**
 - **Prompt:** "Enhance the product images to make them more appealing for the brochure."
 - **AI Output:** Edited images with improved lighting, contrast, and background removal.
 - **Student Action:** Use the enhanced images throughout the brochure to showcase the product.
2. **Creating Visual Elements:**

- **Prompt:** "Generate a professional-looking front page for a marketing brochure for our new eco-friendly water bottle, considering the images of the product as provided."
 - **AI Output:** A high-quality image or design for the front page, including the product name, logo, and a visually appealing background.
 - **Student Action:** Use the AI-generated front page as the cover of the brochure.
3. **Designing Diagrams and Infographics:**
- **Prompt:** "Using the following information, create an infographic showing the environmental benefits of using the eco-friendly water bottle."
 - **AI Output:** An infographic that visually represents data on reduced plastic waste, energy savings, and other environmental benefits.
 - **Student Action:** Research and identify appropriate data on plastic waste, energy savings and other benefits. Integrate the infographic into the brochure to support the marketing message.

Where creativity is the focus of the programme

The main factor in your decision making must be the relevant industry/industries, their use of AI tools and the skill-sets your students need.

The Creative with AI guidance allows you, whether on a module level or a programme level, to identify appropriate tools and uses for each assessment. Take advantage of that to support skill development and AI literacy amongst the student cohort.