

Acceptable use of Generative AI in Assessment Policy

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Purpose

The Chartered Institute of Public Finance and Accountancy (CIPFA) is the global professional body for public finance professionals and recognises practitioners at every level, from those starting out in their career to those innovating and leading the profession. CIPFA organises, sets and runs a range of professional assessments to enable our members to demonstrate high levels of competence in the field of public finance.

This document forms part of the regulatory structure intended to support the integrity of the assessments and reputation of our members and the organisation and ensure the value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

The purpose of this policy is to establish guidelines for the safe and ethical use of Generative Artificial Intelligence (AI) in assessments at both a formative and summative level.

This policy ensures that the use of AI technologies maintains fairness, integrity, transparency, and confidentiality, while providing accurate and reliable assessment outcomes.

Scope

This policy applies to all Approved Training Providers (ATPs) and students involved in either setting, processing or taking assessments.

Ultimately, the acceptable use of generative AI in assessments (including live invigilated exams and controlled coursework assessments) should align with the principles of fairness, transparency, and academic integrity.

ATPs, employers and training providers should establish clear guidelines and policies to guide the responsible integration of AI in the formative assessment process without compromising the integrity of any summative assessment.

This includes all levels of qualification, assessments and End Point Assessments operated by CIPFA.

All Students are covered by this policy and process.

Guidelines

Our rules

Academic misconduct undermines the integrity of the educational system and debilitates the learning process. It is important to approach assessments with honesty, integrity, and a commitment to academic excellence.

Engaging honestly and ethically in assessments is essential to learning and the value of our qualifications. Academic dishonesty, including the misuse of Generative AI can undermine the credibility of results and the integrity of our qualifications.

By approaching assessments with integrity, achievements are a true reflection of abilities and are respected by future employers.

Below are the guidelines that we expect students to abide by and the role of the educator in preventing generative AI malpractice.

Summative assessment (CIPFA controlled assessment and live exams)

CIPFA **do not** permit the use of generative AI in the production of summative coursework or case studies unless used only as a clearly referenced source in the same way that other sources are used and referenced. Refer to the section entitled *Malpractice when using AI* for examples of malpractice.

AI is not permitted in any live exam situations.

Any Student found to have committed malpractice related to the improper use of generative AI will be considered by the Examination Panel in line with the Assessment Offences Policy.

Formative assessment (on-programme learning, preparation and development of themes)

If training providers wish to permit the use of generative AI in the production of formative learning and assessment, for example when Students are creating essays, developing themes or preparing for summative assessment they must ensure the following:

- a) Students must be informed in advance about any permitted use of generative AI technologies in formative assessment, including the specific tasks where AI can be used and how.
- b) The AI systems used for assessments should be regularly monitored to minimise bias and discrimination.
The outputs generated by AI systems used in assessments should be regularly monitored and evaluated to detect and reduce potential bias, discrimination, or inaccuracies, ensuring that all learners are assessed fairly and equitably.
- c) Thorough testing and validation should be conducted by training providers to ensure the AI system does not unfairly advantage or disadvantage any particular group based on factors such as race, gender, or socioeconomic status.
- d) There should be appropriate human oversight and involvement throughout the entire process of using AI in formative assessment.
- e) ATPs are responsible for reviewing and validating the results generated by the AI system, ensuring the accuracy and fairness of the assessment outcomes generated by students.

Guidance for students and educators

When students are tasked with creating assessments and wish to utilise AI, it is important to ensure that AI is used in an ethical and responsible manner.

Maintaining Academic Integrity is crucial. Students must maintain the integrity of their academic work by avoiding plagiarism and the unethical use of AI-generated content. This includes properly citing all sources, referencing any materials used, and clearly acknowledging the use of AI tools or technologies in the creation of assignments, projects, or assessments.

Here are some guidelines for students for using AI appropriately when creating formative coursework assessments:

- Clearly understand the purpose of using AI in your formative assessment. Ensure that it aligns with the learning objectives and instructional goals of the assessment.
- Use AI as a tool, not a substitute, e.g., to support the assessment creation process, rather than relying on its generated content or answers. Utilise AI to gather information, analyse data, or provide insights that can inform the design and structure of your assessment.
- Verify and validate AI outputs - As a student, critically evaluate the outputs generated by AI.
- Cross-check the results, analyse the underlying data, and ensure that the AI-generated content aligns with the subject matter and learning objectives.
- Ensure academic integrity - maintain the integrity of the information by avoiding any form of plagiarism or unethical use of AI-generated content by attributing sources appropriately, cite references, and give credit to any AI tools or resources used in the creation process.
- While using AI, exercise critical thinking skills to evaluate the relevance, accuracy, and appropriateness of the AI-generated information or suggestions.
- Apply your own knowledge and expertise to make informed decisions about the generated content.
- Emphasise effort by focusing on incorporating elements in the assessment that require the student's individual effort, analysis, and understanding.
- Seek educator guidance by engaging with educators to discuss your approach to using AI in assessment creation.
- Seek their feedback and advice to ensure that your use of AI aligns with the academic standards and expectations set for the assessment.

The goal is to leverage AI as a tool to enhance the assessment creation process, support learning outcomes, and demonstrate your understanding of the subject matter. By using AI responsibly and ethically, you can create formative assessments that are authentic, informative, and reflective of your own knowledge and skills.

Malpractice when using AI

Malpractice when using AI to conduct assessments and exams refers to any unethical or improper behaviour that violates the principles of fairness, integrity, or confidentiality in the use of AI technologies.

It involves actions that undermine the accuracy, reliability, or validity of the assessment process, potentially leading to unfair advantages or disadvantages for individuals or groups.

Examples of malpractice include but are not limited to:

- Cheating or collusion
- Tampering with AI systems
- Unauthorised use of AI tools
- Plagiarism of AI-generated content
- Impersonation
- Data manipulation
- Use of AI with embedded bias
- Unauthorised access to assessment content
- Breach of confidentiality

It is essential for ATPs, organisations, and individuals involved in using AI for assessments and exams to establish robust policies, guidelines, and security measures.

All suspicion of unauthorised use of AI will be investigated under the process outlined in the Academic Offences Policy.

Use of AI in marking of Assessment

CIPFA will not use any AI in the marking of summative student assessment presented.

Condition J1.8 of the Ofqual General Conditions of Recognition defines ‘Assessor’ as “A person who undertakes marking or the review of marking. This involves using a particular set of criteria to make judgements as to the level of attainment a Learner has demonstrated in an assessment.”

The definition is clear that an assessor must be a person who is able to make judgements. AI as a sole marker would not meet this definition.

Ofqual stated in a letter of 11 September 2023:

“The use of AI as a sole marker of students’ work is not currently permitted under the GCR...”

While CIPFA does not directly control the marking of formative assessment delivered by ATPs, we strongly advise against the use of AI to mark student work, as this may risk the validity and reliability of final outcomes and may not adequately prepare students for summative assessment.

Review

This policy shall be reviewed periodically to ensure its continued relevance and effectiveness, taking into account exponential advancements in AI technologies and changes in regulatory frameworks.

Associated documents

- Malpractice and Maladministration Policy
- Assessment Offences Investigation Policy and Process

Policy details

Policy owner	<u>Head of Qualifications Innovation and Development</u>
Version	1.2
Update	September 2025
Approval	SMB September 2025
Policy review date	September 2026

Regulatory references

Ofqual General Conditions of Recognition
Condition A6: Identification and management of risks
Condition A7: Management of incidents
Condition A8: Malpractice and maladministration
Condition J1.8: Definition of an Assessor