



# **ICA Policy on the Use of Artificial Intelligence (AI) in Learning and Assessment**

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# 1. Scope

This policy applies to all ICA learners on all programmes of study, and to all forms of assessment including written assignments, projects, portfolio work and examinations. It applies to work submitted on or after the effective date. Where an assessment brief was issued before that date, the version of this policy in force when the brief was issued continues to apply to that assessment.

This policy must be read together with The ICA Academic Malpractice policy and the ICA Appeals policy. Where there is any conflict, those regulations and procedures take precedence.

## 2. Introduction

ICA recognises that Artificial Intelligence (AI) tools, including Large Language Models (LLMs) such as ChatGPT, Microsoft Copilot, Gemini, Claude and similar technologies, have become widely available and can be valuable tools for learning when used appropriately.

ICA supports the responsible use of AI to enhance learning, develop understanding and assist with research activities. However, learners must understand that the acceptability of AI use is determined by how the technology is used. AI should support learning and critical thinking, not replace it. AI is viewed as a tool to support learning rather than substitute for independent academic work.

All work submitted for assessment must represent the learner's own knowledge, understanding, analysis, judgement and written expression unless expressly stated otherwise within the assessment requirements.

## 3. Definitions

**AI tool:** any system, application or service that generates, transforms or substantially reformulates content in response to a user instruction, including generative AI and Large Language Models (LLMs), whether accessed directly or embedded within other software.

**Declaration:** the declaration of AI use required by section 7.

**Substantial use of AI-generated text:** any wording originating from an AI tool that expresses the substance of a point, as distinct from isolated corrections to spelling, grammar or punctuation. As a working guide, a continuous span of 25 or more words originating from an AI tool is substantial, whether or not the learner has since edited it.

**Own words:** wording composed by the learner. Text generated by an AI tool and subsequently paraphrased by the learner is not the learner's own words.

## 4. Fundamental Principle

A simple test should always be applied: if an AI tool has performed part of the intellectual or academic work for which credit is being awarded, its use is likely to be unacceptable.

Learners are expected to demonstrate their own understanding, reasoning, analysis and professional judgement. These are essential learning outcomes and cannot be delegated to an AI system.

## 5. Acceptable Uses of AI

ICA recognises that AI tools may be used to support learning activities where they enhance understanding without replacing the learner's own intellectual effort.

Examples of acceptable use include:

- Brainstorming potential ideas for an assignment
- Generating research questions or areas for further investigation
- Obtaining explanations of concepts, theories or technical terms
- Producing study notes for personal learning purposes
- Identifying additional sources that are then independently verified
- Exploring alternative viewpoints on a topic
- Creating practice questions to test understanding
- Supporting revision and examination preparation
- Checking spelling and grammar only, provided the content remains entirely the learner's own work
- Reference management tools that format citations from sources the learner has personally located and verified

Where AI-generated information is used, learners must independently verify the accuracy of the information using reliable and authoritative sources before relying upon it.

Learners using any AI tool must, so far as the tool allows, disable any setting that permits their inputs to be retained or used to train the underlying model.

Learners remain fully responsible for verifying all information used in their studies and assessments. The use of AI does not transfer responsibility for accuracy, originality or academic integrity from the learner to the technology.

## 6. Unacceptable Uses of AI

The following uses are not acceptable and may be treated as academic misconduct:

- Submitting AI-generated text as part of an assessment, whether verbatim, edited or paraphrased
- Using an AI tool to plan or structure an assessment answer, including generating an outline, line of argument or set of headings that the learner then writes to
- Asking an AI tool to answer an assessment question, or to draft any part of an answer, in order to work from that output
- Using an AI tool to summarise a source in place of reading it, where the assessment requires engagement with that source
- Using an AI tool to produce the analysis, calculations, conclusions or professional judgements that the assessment requires the learner to make
- Using an AI tool to translate the learner's own work, or source material, into or out of English, except where this is permitted under section 8 or by the assessment brief
- Using an AI tool during an examination or other invigilated or time-constrained assessment, unless expressly permitted
- Submitting work that another person has produced using an AI tool
- Presenting AI-generated content as the learner's own in any interview, viva or oral assessment

## 7. Declaring the Use of AI

### 7.1 Declaration at Submission

As part of the submission process on the assessment platform, learners are required to tick a declaration box confirming that the work submitted is their own. By doing so, learners confirm that all sources have been properly cited and referenced, that any ideas, wording, or content generated by or with the assistance of AI tools have been clearly documented and referenced in line with this policy, and that they understand a failure to meet these requirements may constitute academic malpractice. This declaration forms part of the formal assessment record and applies equally to work completed with or without the use of AI tools.

## 8. Accessibility and Reasonable Adjustments

ICA will make reasonable adjustments to the operation of this policy where a learner has a disability, a specific learning difficulty or another characteristic that would otherwise place them at a substantial disadvantage. Adjustments may include the use of assistive technology that incorporates AI, such as speech-to-text and text-to-speech software, reading and screen-access tools, note-taking support, translation support and spelling and grammar assistance beyond the limits set out in section 5.

Learners requiring such an adjustment must request it through ICA's reasonable adjustments process and must not assume that permission has been given. Where an adjustment is agreed, ICA will confirm in writing what the learner may use, what they must record and what they must declare, and use within those agreed terms will not constitute academic misconduct.

## 9. Protection of ICA Copyright, Confidential Information and Data

ICA learners must not upload, share, transfer, reproduce, distribute or otherwise provide any ICA material, confidential information, personal data or third-party proprietary information to any public, commercial or third-party AI system without explicit written authorisation.

This prohibition applies regardless of whether the purpose is to obtain assistance, generate answers, create summaries, undertake analysis, produce study notes or seek explanations.

This includes any material supplied by ICA or connected to a learner's studies, other than the learner's own draft work product. Examples include:

- Learner manuals
- Course handbooks
- Study guides
- Teaching materials/slides
- Learning resources
- Assessment briefs
- Live Classroom transcripts or recordings
- Assignment questions
- Examination papers
- Marking guidance
- Assessment criteria

- Academic policies and procedures
- Results documentation
- Internal communications relating to assessments
- Information relating to other learners
- Confidential business information

For these purposes, confidential information includes information belonging to ICA, an employer, a client, a fellow learner, a member of staff or any third party that is commercially sensitive, professionally privileged, restricted, unpublished or intended only for internal use.

Breaches involving confidential information or protected intellectual property are likely to be regarded as serious misconduct and may result in disciplinary action, academic penalties, reporting to relevant organisations, regulatory notification where appropriate, and legal action.

## **10. Academic Integrity and Originality**

Learners must ensure that all work submitted for assessment:

- Is their own original work
- Reflects their own understanding and judgement
- Demonstrates their own analysis and critical thinking
- Is written substantially in their own words
- Is appropriately referenced

Under no circumstances is it acceptable to copy substantial amounts of text from an AI system, even where the source is acknowledged. Correct referencing does not remove the requirement for learners to demonstrate independent authorship and original academic work.

## **11. Retention of Evidence of Authorship**

Learners must retain the material that evidences the authorship of their assessed work for a period of six months from the date on which the result for that assessment is published. This includes drafts, research and reading notes, planning documents and, where an AI tool has been used, the prompts given and the outputs received.

Learners must not delete AI conversation histories relating to assessed work during that period. Where a learner is unable to produce evidence that this section required them to retain, ICA may take that into account in accordance with section 13.

## 12. Academic Misconduct and Investigation

The unauthorised use of AI may constitute academic misconduct.

Where concerns arise regarding the authenticity or authorship of submitted work, ICA reserves the right to investigate the matter under its Academic Malpractice Procedures.

As part of any investigation, learners may be required to provide evidence supporting the authenticity of their work, including:

- Assessment drafts
- Research notes
- Planning documents
- Reading records
- Development history
- Referencing records
- AI prompts or conversation histories
- Any other evidence demonstrating the learner's authorship

Deleting AI conversations or outputs does not remove a learner's responsibility to disclose and explain their use of AI tools where required.

Concerns about AI use may arise from a number of sources, including, but not limited to, marker judgement, inconsistency between a submission and a learner's other work, the presence of fabricated or unverifiable references, and the output of text-matching or AI-detection software.

The output of AI-detection software is indicative only. ICA will not make a finding of academic misconduct on the basis of an AI-detection score alone. Every allegation will be determined on the whole of the available evidence.

The burden of establishing academic misconduct rests with ICA. Where a learner declines or is unable to provide the evidence described in this section, ICA may take that into account, but it is not by itself determinative.

For further details, please review ICA's Academic Malpractice Policy.

## 13. Disciplinary and Other Actions

Where inappropriate AI use is identified, ICA may impose sanctions in accordance with its Academic Malpractice Policy.



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