



Title: AI in Assessment and Academic Integrity Policy

Code: GU-PL15AI-ASS

Version: 1.1

Year of Issue: 2026

Effective Date: May 2026

Last Review Date: First Issue

Approval Authority: Board of Trustees

Document Owner: Vice President for Academic Affairs

Review: The policy is subject to a periodic review every 4 years or in a shorter cycle as per amendments of university policies

Gulf University adheres to all laws, regulations, resolutions, and instructions issued by the Higher Education Council and to all applicable national regulatory frameworks in the Kingdom of Bahrain.

1. Purpose

The purpose of this document is to describe the principles of using Artificial Intelligence in the designing, conducting, grading of student assessments and providing feedback at Gulf University. Its purpose is to preserve the integrity of academic assessment, ensure the authentic demonstration of student learning. It provides a framework for permissible AI use in assessment and grading considering that AI will not be used in summative grading.

2. Scope

This document applies to all staff and students at Gulf University. It includes all forms of assessment at undergraduate and post graduate levels. This is also applicable for all delivery modes: face-to-face, online and hybrid.

3. Acronyms

GU	Gulf University
AI	Artificial Intelligence
BQA	Education and Training Quality Authority
UTLAC	University Teaching Learning and Assessment Committee
CTLAC	College Teaching Learning and Assessment Committee

4. Definitions

Summative Assessment:

A summative assessment includes all forms of assessment that lead to the measurement of student learning, usually in the form of a mark or score, for the purposes of determining student success in demonstrating achievement of set outcomes. Summative assessment is thus the means by which student progress is determined.

Formative Assessment:

A formative assessment includes all forms of assessment that has learning enhancement and the provision of feedback to students as its primary purpose. Formative assessment serves to motivate and deepen student learning, to consolidate work done thus far and to give students a sense of their achievements and areas requiring further attention. Formative assessment always includes developmental feedback and is often followed by summative assessment.

AI-Assisted Feedback:

The use of AI tools to generate draft written feedback on student submitted work, which is then reviewed, edited, and authorized by the faculty member before delivery to the student. It is permitted only for formative purposes.

AI-Prohibited Assessment:

An assessment for which the faculty member has explicitly prohibited the use of any AI tool. Such assessments are designed to measure student's independent recall, reasoning, and performance and are mentioned in the assessment brief.

AI-Permitted Assessment:

An assessment for which faculty has explicitly authorized the use of specified AI tools within defined parameters. Authorizations must be stated in writing in the assessment brief.

AI Disclosure:

The mandatory declaration by a student or faculty member that AI tools were used in producing academic work, specifying the tool(s) used, the nature of use, and processes applied. This is embedded in the assessment submission form.

Academic Misconduct (AI-Related):

The use of AI tools in academic work in a manner that violates institutional policies including submitting AI-generated content as one's own original work, concealing AI use where disclosure is required, or using AI to circumvent the stated learning objectives of an assessment.

AI Detection Tool:

It is the software used by the University (e.g. Turnitin AI writing detection) to identify the probable presence of AI-generated content in submitted academic work. Detection reports are advisory and must be interpreted by the faculty before any action is taken.

AI Marking Assistance Tool:

An AI marking assistance tool is a software application leveraging artificial intelligence—specifically machine learning and natural language processing (NLP)—to evaluate student assessments, grade assignments, and generate feedback.

Summative AI Grading:

The use of AI to determine, significantly influence, or automatically generate final grades for any assessment that contributes to a student's formal academic record.

Assessment Validity:

The degree to which an assessment accurately measures what it is intended to measure the student achievement of the specified intended learning outcomes.

External Examiner (EE):

An independent academic external to Gulf University, appointed to review assessment standards, marking consistency, and grade fairness — including assessment practices relating to AI tool use for each academic program.

5. Policy Statement

Assessment at Gulf University is designed and implemented to ensure alignment with Course Intended Learning Outcomes (CILOs), Program Intended Learning Outcomes (PILOs), and shall uphold the principles of validity, reliability, fairness, and credibility. AI tools may support assessment processes but shall not replace human professional judgement. The university commits that assessment practices ensure fairness and equity and shall not advantage or disadvantage students based on differential access to AI tools. Assessment processes shall ensure reliability through clear criteria and consistent application by verifiers and moderators. The university is committed to implement AI detection tools to ensure academic integrity, authenticity of student work, and accurate recording of marks. Students shall receive timely and constructive feedback aligned with defined assessment criteria.

6. Policy principles

6.1 Permitted AI Uses in Assessment

- Gulf University commits that AI may support the assessment design; however, the faculty shall be accountable for their validity and appropriateness with thorough review and customization. The assessment in AI-enabled environment includes using varied methods such as case study, project, research, oral and practical assessments, and collaborative activities to ensure authentic work.
- GU ensures that AI-assisted plagiarism detection tools shall be used only as advisory mechanisms, requiring human review prior to any action, with students informed of their use in line with the relevant policy.
- GU commits that AI may be used to support formative feedback drafting, provided that faculty thoroughly review, edit, and personally verify all feedback before it is shared with students.

6.2 Classification of AI Use in Academic Settings

Gulf University is committed to ensuring that the use of Artificial Intelligence in academic work supports academic integrity, authentic learning, and fair assessment practices. AI use in assessments shall be classified into three categories, as determined by the faculty member within the scope of this policy.

- GU ensures that AI use may be fully prohibited in assessments under category 1. In such cases, no AI tools shall be used at any stage of the assessment. The prohibition shall be clearly stated in the assessment brief, and any violation shall result in academic misconduct.
- GU permits limited AI use in assessments under category 2 where approved tools may support specific functions such as grammar checking, language refinement, or literature search assistance, without generating substantive academic content. Faculty members shall specify the permitted tools and scope of use, and students shall disclose

such use in the submitted assignment form.

- GU permits integration of AI within assessment design under category 3 where AI students demonstrate critical engagement with AI generated output.

6.3 Prohibition of AI in Summative Grading

Gulf University prohibits AI in summative grading of student assessments. No AI tool shall generate the final grade for any assessment component that contributes to a student's formal academic record.

6.4 Academic Misconduct (AI)

- GU commits to addressing AI-related academic misconduct through fair, consistent, and appropriate disciplinary actions across all programs.
- GU is committed to apply appropriate corrective measures for minor first-time infringement, which may include a formal warning, and resubmission of the work.
- GU commits to imposing stronger academic penalties for major infringement, including grade penalties, possible failure in the course, and formal documentation in the student academic file.
- GU is committed to refer cases involving deliberate deception, systematic misuse of AI, or repeated misconduct to formal disciplinary procedures, which shall result in course failure, suspension, or permanent expulsion from the University.

6.5 Oversight by External Examiner

Gulf University ensures that external examining framework incorporates oversight of assessment practices in an AI-enabled environment. This includes evaluating the adequacy and originality of assessment design, reviewing samples of student work with awareness of potential AI use, and consistent implementation of policies and procedures related to AI.

7. Responsibilities

Faculty Members are responsible for:

- Designing assessments that are valid in an AI-enabled environment.
- Never using AI to determine summative grades.
- Reviewing and authorizing all AI-assisted formative feedback before delivery.
- Declaring AI tool use in assessment in the assessment brief.
- Attend AI-enabled assessment design PD activities.

Heads of Departments are responsible for:

- Reviewing course assessment designs for in an AI-enabled environment.
- Ensuring all faculty comply with the summative grading prohibition.

- Maintaining departmental records of approved AI assessment tools.
- Escalating assessment integrity concerns to the Dean.

Deans are responsible for:

- Ensuring college-wide compliance with this policy.
- Briefing External Examiners on Gulf University AI assessment policy.
- Updating serious assessment integrity concerns to the VPAA.

UTLAC and CTLAC are responsible for:

- Reviewing and approving AI tool applications for assessment support use.
- Ensuring all academic staff stud are fully informed of this document.
- Appropriate implementation of this document

External Examiner is responsible for:

- Commenting on appropriateness of AI uses in assessments annually.
- Reviewing student work with AI content awareness.

University Policy Development and Review Committee is responsible for:

- Systematic review of the effectiveness of this document.

8. Related Policies

- AI Governance and Oversight Policy
- Assessment Policy
- AI in Teaching and Learning Policy
- Assessment Policy
- Plagiarism and Academic Misconduct Policy

9. Related Procedures

- AI in Assessment and Academic Integrity Procedures
- AI Governance and Oversight Procedures
- Assessment Procedures
- Plagiarism and Academic Misconduct Procedures

10. Related References and Standards