

AI Assessment Protocol

Background

This protocol sets out interim principles and guidance on the permissible use of generative AI (GenAI) platforms by students in assessment within the Faculty of Law. The protocol aims to promote transparency, fairness, and accountability in assessment practices and to clarify expectations regarding acceptable and unacceptable uses of GenAI platforms by students.

Principles

Pedagogical Purpose and Student-Centred Learning

Where allowed, GenAI may be used in assessments only if it aligns with the learning outcomes. It must support – not replace – the development of key legal skills such as legal reasoning, interpretation, argument, and writing. GenAI should encourage students to think actively about their work, reflect on their learning, exercise independent judgment, and take responsibility for their academic growth.

Student Authorship, Integrity, and Ethical Awareness

Assessment submissions must reflect the student's own intellectual contribution. Where the use of GenAI platforms is permitted, students are required to ensure that their work remains substantively their own and that AI is not used to displace critical thinking or independent legal analysis. Given that GenAI platforms may distort facts or misrepresent the law, students must exercise ethical awareness and professional judgment in evaluating any AI-assisted material.













Transparency, Disclosure, and Verification

Any permitted use of GenAI platforms must be clearly and transparently declared, including when and how AI was used in the preparation of assessed work. Students are required to verify GenAI-assisted content against authoritative legal sources and remain fully responsible for the accuracy, reliability, and coherence of all legal arguments, authorities, and conclusions presented in their submissions.

Capacity Development

Students are expected to engage proactively in developing the skills required to use GenAI platforms responsibly and ethically.



Ethical and Responsible Use of AI in Assessments	
Principle	Student obligation/expectation
 1. Permission	Understand the rules of engagement with GenAI platforms in your assessment activities. Follow the lecturers' guidelines.
 2. Transparency	Follow the Law Faculty in-house referencing guide in footnotes and bibliography. Include a GAIDeT declaration which will disclose the delegation of tasks to GenAI platforms: GAIDeT Declaration Generator
 3. GenAI platforms submissions = Academic Dishonesty	Never present GenAI platforms output as your own work. Academic dishonesty applies to AI-generated text, cases, or arguments.
 4. Critical evaluation	Review all outputs for: Legal inaccuracies (e.g., fake cases) Biases (e.g., gendered/racial stereotypes) 'Hallucinated' sources
 5. Maintain legal skills	Avoid using GenAI platforms to replace essential legal skills.
 6. Human-centredness	GenAI platforms can be used to supplement – <i>not replace</i> – human engagement in the learning process.
 7. Always verify	Cross-check GenAI-suggested cases/statutes/articles against SAFLII, Heinonline, Jutastat, LexisNexis, Westlaw, etc.
 8. Editing	Unless prohibited by the lecturer, AI tools may be used as a grammar or proofreading assistant in the final stages. However, always retain your original drafts.
 9. Record your process	Log all prompts/outputs if used for drafting. See 2 above for the GAIDeT declaration.
©10. Comply with copyright	Be mindful of data input in GenAI platforms. Do not submit: – Confidential details – Copyrighted information – Personal information/data
 11. Skills matter	Assessments test your competency. Over-reliance on GenAI platforms leads to gaps in legal readiness.
 12. Avoid contract cheating	Avoid contracting your thought processes/reasoning to a GenAI platform.
 ? 13. When in doubt, ask!	Consult your lecturer before using GenAI platforms.

Summary of key considerations
The Law Faculty expects students when using GenAI platforms to adhere to the following:
Act with Integrity and Honesty
The Faculty of Law expects students to conduct themselves honestly, fairly, and responsibly in all assessment activities. Assessment submissions must reflect the student's own learning, legal reasoning, and intellectual effort. The use of GenAI platforms must never undermine these values or misrepresent the student's contribution.
Follow Lecturer Instructions and Declare AI Use
Students must comply with the specific instructions provided by the lecturer or supervisor regarding the use of GenAI platforms for each assessment. Where GenAI platform use is permitted, such use must always be clearly declared. Students may be required to submit a signed AI declaration confirming that the work is their own and explaining how GenAI platforms were used, including:
<ul style="list-style-type: none"> • the GenAI platform used; • the prompts or questions submitted; • how the output was used (e.g. structuring, grammar or language editing); and • how the information was verified (e.g. cross-checking against authorised legal sources).
Critically Evaluate and Verify All AI-Assisted Content
GenAI content should always be approached with caution. Students must assume that GenAI outputs may be inaccurate, incomplete, biased, or misleading. All legal authorities, facts, and arguments must be independently verified using approved legal databases and library resources. GenAI sources, cases, or legislation that cannot be verified must not be relied upon.
Preserve Core Legal Skills
The development of legal skills is non-negotiable in legal education. GenAI may not replace independent legal research, case analysis, statutory interpretation, or legal drafting. Where permitted, GenAI may be used in limited ways, such as brainstorming ideas or assisting with language and grammar, provided the intellectual substance of the work remains the student's own.
Protect Confidentiality and Data
Students may not upload or input confidential information (e.g., client instructions, draft pleadings, or legally privileged correspondence), sensitive personal data (e.g., parties' identity numbers, medical records, or affidavits containing personal details), copyrighted material (e.g., full chapters from law textbooks or subscription-only journal articles from legal databases), or other protected content into public or third-party AI tools.
Use Supported and Equitable Tools Where Possible and Permissible
Students are encouraged to prioritise University-supported or vetted GenAI platforms and research tools, where available and permissible. This promotes equitable access and helps ensure that AI use aligns with institutional standards and support structures.
Understand Prohibited Uses and Consequences
Certain uses of GenAI are not permitted, including submitting GenAI content as if it were the student's own work or using GenAI where it is expressly disallowed (such as in closed-book examinations or specified assessments). Inappropriate use of GenAI amount to academic dishonesty and may result in academic consequences, ranging from developmental interventions (e.g. resubmission, resubmission with a capped mark) to formal disciplinary processes, depending on the nature and seriousness of the conduct.



Additional Resources:

[UNESCO Guidance for generative AI in education and research](#)

[Recommendation on the Ethics of Artificial Intelligence](#)

[AI competency framework for students](#)

[AI competency framework for teachers](#)

Sources:

UFS Guidelines for the ethical and responsible use of Artificial Intelligence (AI) in Assessment (2025)

Preliminary CHS Pedagogical Guidelines for the Educational Use of Artificial Intelligence (AI) In Learning, Teaching, and Assessment (UWC, 2025)

NWU Guidelines on the Responsible and Ethical Use of Artificial Intelligence (2024)