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RE-IMAGINE Ethics-in-Practice Toolbox

Practical Instruments for Responsible AI Use in Higher Education

REINFORCING Grantee

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0.



SHORT INTRODUCTION

The RE-IMAGINE Ethics-in-Practice Toolbox is the operational layer of the RE-IMAGINE Ethics-in-Practice Framework. It provides practical instruments that help educators, students, researchers and institutional actors apply the Framework in concrete situations involving artificial intelligence (AI). Within the RE-IMAGINE project, the broader ORRI approach is translated into practice through four RE-IMAGINE operational principles: openness, responsibility, reflexivity and inclusiveness. These operational principles provide the practical logic for the Toolbox instruments.

The Toolbox is grounded in the ORRI Translation Map and supports the use of the Ethics-in-Practice decision-making cycle. It is designed to help users identify risks, clarify responsibilities, document AI use, support transparency, review AI-generated outputs and make responsible decisions in teaching, learning, assessment, research and institutional governance.

The instruments are not intended as rigid compliance forms. They should be adapted to institutional context, disciplinary needs and levels of digital and AI maturity. Institutions may use the full Toolbox or select individual instruments depending on their priorities and capacities.

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1.



HOW TO USE THE TOOLBOX

Each instrument in the Toolbox follows the same logic:

- Who uses it?
- When is it used?
- Which risk does it address?
- What output does it produce?
- Which RE-IMAGINE operational principle does it support?

Users do not need to apply all instruments at once. The Toolbox can be used selectively. For example, educators may start with the Teaching Materials Design and Inclusive Learning Guide and AI Use Disclosure Template, while institutions may prioritise the AI Adoption Decision Guide and Institutional AI Governance and Data Protection Checklist.

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2.



OVERVIEW OF TOOLBOX INSTRUMENTS

Table 2.1. presents an overview of the Toolbox instruments, showing their stakeholder orientation, core functional area and representative instruments.

Table 2.1. Overview of the Toolbox Instruments

Stakeholder	Core Functional Area	Representative Instruments
Cross-cutting	Evaluation of digital and AI tools	Digital & AI Tool Evaluation Sheet
Educators	Teaching material design, assessment and responsible AI-supported learning	Teaching Materials Design and Inclusive Learning Guide; Assessment Guide; AI Use Disclosure Template
Students	Responsible AI use, critical evaluation and transparency	Responsible AI Use - Student Guide; AI Output Evaluation Checklist; AI Use Declaration Template
Researchers	Research integrity, verification, transparency and data protection	Researcher AI Use and Data Protection Checklist; AI Use Statement Template
Institutions	Governance, ethical oversight, data protection and strategic AI adoption	Institutional AI Governance and Data Protection Checklist; AI Adoption Decision Guide

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3.



CROSS-CUTTING INSTRUMENT

3.1 Digital & AI Tool Evaluation Sheet

User: Educators, researchers, institutional actors
When to use: Before adopting or recommending a digital or AI tool
Risk focus: Transparency, data protection, bias, accessibility, reliability, institutional suitability
Output: Tool evaluation decision: use / use with safeguards / do not use
Principle(s): Openness, Responsibility, Reflexivity, Inclusiveness

DIGITAL & AI TOOL EVALUATION SHEET

1. Tool Information

Tool Name:

Tool Type:

- ☐ AI-powered (AI generates responses)
- ☐ Digital tool (no AI, only predefined functions)
- ☐ Hybrid (combines AI-generated and non-AI functionalities)

Evaluator Role:

- ☐ Educator
- ☐ Researcher
- ☐ Institution

Context of Use:

Purpose of Use:

What is the intended use of the tool?

- [ ] Teaching / Learning
- [ ] Assessment / Feedback
- [ ] Research
- [ ] Administration / Communication
- [ ] Other:

Expected Benefit

What specific benefit is expected from using this tool in this context?

---

2. Quick Value Check

Question	Yes	Partly	No
Does the intended use of the tool add value to the activity?	☐	☐	☐
Does it support (rather than replace) human judgement?	☐	☐	☐
Is it appropriate for the intended context?	☐	☐	☐

3. Ethical Check

Openness

Question	Yes	Partly	No
Are users informed that this tool was used, where appropriate?	☐	☐	☐
Can outputs or results be independently verified?	☐	☐	☐

Responsibility

Question	Yes	Partly	No
Are privacy and data protection requirements respected?	☐	☐	☐
Can the tool be used in a way that supports academic, research or professional integrity?	☐	☐	☐

Reflexivity

Question	Yes	Partly	No
Are potential biases identifiable and manageable?	☐	☐	☐
Does the tool provide sufficient information (e.g. sources, references, explanations, confidence indicators) to enable users to verify and critically evaluate its outputs?	☐	☐	☐
Could the use of this tool lead to unintended outcomes, such as over-reliance on AI, reduced critical thinking, inaccurate information and bias or privacy concerns?	☐	☐	☐

Inclusiveness

Question	Yes	Partly	No
Can the tool be used effectively by students with different abilities, language backgrounds and levels of digital competence?	☐	☐	☐

4. Ethical Reflection

What ethical considerations should be taken into account? (E.g. bias, responsibility, academic integrity, privacy, transparency...)

5. Key Risks Identified

Select all that apply:

- [ ] Incorrect or misleading outputs
- [ ] Bias or discrimination
- [ ] Privacy or data protection concerns
- [ ] Misuse in teaching, research, or administration
- [ ] Over-reliance on the tool
- [ ] Accessibility or inclusion concerns
- [ ] Other:

Notes

6. Final Decision

- [ ] Use
- [ ] Use with limitations
- [ ] Do not use

7. Conditions of Use

Allowed Use:

Restrictions:

Safeguards / Requirements:

(Examples: human review required, disclosure required, no personal data input, verification of outputs required)

Disclosure of Tool Use Required

- [ ] Yes
- [ ] No

If yes, to whom?

- [ ] Students
- [ ] Researchers
- [ ] Staff
- [ ] External stakeholders
- [ ] Other:

---

8. Stakeholder-Specific Review

Complete only the section relevant to your role:

Educators

Question	Yes	Partly	No
Is the tool suitable for supporting the intended learning outcomes of the course or activity?	☐	☐	☐
Does it encourage critical thinking?	☐	☐	☐
Is it appropriate for assessment-related activities?	☐	☐	☐
Does the intended use of the tool support personalised and inclusive learning experiences?	☐	☐	☐

Researchers

Question	Yes	Partly	No
Is the intended use of the tool suitable for research-related tasks?	☐	☐	☐
Does it maintain research integrity?	☐	☐	☐
Is it appropriate for handling research data?	☐	☐	☐

Institutions

Question	Yes	Partly	No
Can the tool be effectively integrated into the institution's existing systems and infrastructure?	☐	☐	☐
Is it aligned with institutional policies and procedures?	☐	☐	☐
Does its use require additional institutional support or resources?	☐	☐	☐
Does the intended use of the tool support the institution's educational goals and strategic priorities?	☐	☐	☐
Does the intended use of the tool require additional governance measures, ethical oversight or risk assessment before implementation?	☐	☐	☐

Summary Statement

Based on this evaluation, the tool is:

☐ Suitable for use

☐ Suitable with defined limitations and safeguards

☐ Not suitable for the intended context

Evaluator Comments:

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4.



EDUCATOR INSTRUMENTS

4.1 Teaching Materials Design and Inclusive Learning Guide

User: Educators
When to use: During course design, lesson planning, development of teaching materials, implementation of digital or blended learning and adaptation of learning activities for diverse learner groups
Risk focus: Pedagogical misalignment, insufficient accessibility, exclusion of diverse learners, lack of transparency in AI use, over-reliance on AI-generated content, inaccurate or inappropriate learning materials, unequal student participation opportunities
Output: Inclusive and ethically designed AI-supported teaching materials and learning activities; improved accessibility, learner engagement, and alignment of AI use with pedagogical objectives
Principle(s): Openness, Responsibility, Reflexivity, Inclusiveness

TEACHING MATERIALS DESIGN AND INCLUSIVE LEARNING GUIDE

Introduction

This guide supports educators in designing teaching materials that are accessible, learner-centred and meaningful for diverse student populations. As AI technologies become increasingly integrated into educational practice, new opportunities emerge to create more personalised, engaging and responsive learning experiences while reducing barriers to participation.

The guide is informed by the broader ORRI (Open and Responsible Research and Innovation) approach, which promotes the alignment of innovation with societal values, ethical considerations, openness, inclusion and responsible decision-making. Building on these foundations, it applies the RE-IMAGINE operational principles of Openness, Responsibility, Reflexivity and Inclusiveness to guide the development of AI-supported teaching resources and learning experiences.

At the centre of this process are reflective practitioners who use AI purposefully while retaining responsibility for pedagogical quality, accuracy and the ethical use of technology. Although AI can support the creation and adaptation of educational resources, decisions about learning objectives, instructional approaches and learner support remain firmly in human hands.

This guide promotes the thoughtful integration of AI as a pedagogical support tool that can contribute to more equitable, accessible and learner-centred educational experiences when aligned with pedagogical goals and ethical principles.

Suggested sequence of use:

- Understand learner diversity
- Design and adapt teaching materials
- Implement inclusive learning activities
- Ensure ethical and transparent AI use
- Monitor participation and engagement
- Reflect and improve

1. Understand Learner Diversity

Principles: Responsibility & Inclusiveness

Objective: *Recognise and respond to the full range of learner backgrounds, abilities, languages and access needs using AI as an adaptable support tool.*

- Use AI tools to adapt reading complexity and language levels to match learner profiles.
- Generate AI-supported summaries, visual aids or translations for multilingual learners.
- Activate AI-supported accessibility features: captions, text-to-speech and speech-to-text.
- Critically review all AI-generated adaptations to identify stereotypes or biased representations.
- Ensure students without regular access to digital tools are not disadvantaged by AI-dependent activities.

Key Consideration: AI can support personalised and inclusive learning, but educators must maintain human oversight and critically review all outputs before use.

2. Design Accessible Teaching Materials

Principles: Openness · Responsibility & Inclusiveness

Objective: *Create teaching resources that are available in multiple formats, culturally responsive and accessible to learners with diverse needs.*

- Use generative AI tools to produce differentiated worksheets, quizzes and summaries.
- Generate materials in multiple formats: visual, textual and audio.
- Apply AI-supported captioning and translation tools for multimedia content.
- Prompt AI systems to create examples relevant to different cultural and social contexts.
- Review all AI-generated materials for factual accuracy, bias and accessibility before sharing.

Key Consideration: AI can improve efficiency and accessibility, but educators remain responsible for ensuring educational quality and inclusiveness.

3. Apply Inclusive Learning Design Principles

Principles: Responsibility & Inclusiveness · Reflexivity

Objective: *Design learning experiences that are flexible, participatory and responsive to individual learner needs and paces.*

- Use AI tools to personalise activities according to learner pace and individual learning needs.
- Encourage students to use AI for brainstorming, reflection and idea generation.
- Combine AI-supported learning with collaborative and discussion-based activities.
- Design assessment tasks that develop critical thinking beyond AI-generated responses.
- Use AI-generated simulations, examples or scenarios to support experiential learning.

- Use AI to provide differentiated learning pathways that respond to individual learner needs and paces.
- Support self-directed learning through personalised AI-generated feedback and practice activities.

Key Consideration: Inclusive AI-supported learning design should strengthen creativity, participation and learner agency, it should not replace them.

4. Support Ethical Digital and AI Inclusion

Principles: Openness · Responsibility & Reflexivity

Objective: *Ensure AI tools are used transparently, fairly and in ways that uphold academic integrity and protect learner rights.*

- Clearly explain to students when and how AI tools are being used in learning activities.
- Teach students to critically evaluate AI-generated content and identify misinformation or hallucinations.
- Encourage students to acknowledge and reference AI use appropriately in their work.
- Verify that AI tools comply with privacy and data protection standards.
- Avoid over-reliance on AI for assessment, grading or consequential decision-making.

Key Consideration: AI should support educational goals while preserving academic integrity, fairness and human judgement at every stage.

5. Foster Safe and Inclusive Participation

Principles: Responsibility & Inclusiveness · Reflexivity

Objective: *Build a classroom environment where all learners feel safe, respected and able to engage with AI-supported learning on their own terms.*

- Monitor how AI tools influence student confidence, participation and motivation over time.
- Ensure AI-generated content does not reinforce discrimination, stereotypes or exclusion.
- Encourage collaborative, critical reflection about ethical AI use among learners.
- Always provide alternatives for students who are uncomfortable using AI-supported systems.
- Facilitate open discussion about the social and environmental impact of AI technologies.

Key Consideration: Inclusive AI practices should strengthen a sense of belonging, active participation and responsible digital citizenship for all learners.

6. Reflect and Improve

Principles: Reflexivity, Responsibility & Openness

Objective: *Establish a cycle of continuous improvement by systematically evaluating AI use in teaching and learning.*

- Collect regular feedback from students about their experience with AI-supported materials.
- Review AI outputs periodically for bias, accessibility gaps and pedagogical relevance.
- Update classroom AI practices as technologies and ethical standards evolve.
- Participate in professional development on AI literacy and inclusive digital education.
- Collaborate with colleagues and project partners to share effective AI-supported teaching practices.

Key Consideration: Educators should continuously evaluate whether AI genuinely improves learning in equitable and meaningful ways, and share insights across the project community.

Examples of AI-Supported Inclusive Practices

Educators may use AI-supported tools to:

- Support inclusive participation in blended or digital learning environments.
- Personalise learning pathways while maintaining educator oversight.
- Assist students in brainstorming, outlining and idea development.
- Develop visual explanations, simulations or scenario-based learning.
- Support formative feedback and reflective learning activities.
- Provide captions, transcripts and accessibility adaptations.
- Create multilingual learning supports and translations.
- Generate differentiated learning materials for varying learner levels.

Quick Checklist for Educators

Use this checklist before deploying any AI-supported teaching material or activity.

✓	Checklist Item
☐	Does the AI tool improve accessibility and inclusion for all learner groups?
☐	Have AI-generated materials been reviewed for bias, inaccuracies and cultural appropriateness?
☐	Are students clearly informed about how AI is being used in their learning?

✓	Checklist Item
☐	Are privacy and data protection requirements fully respected?
☐	Are students actively encouraged to critically evaluate AI outputs?
☐	Does the activity promote active learning rather than passive AI dependency?
☐	Is human oversight maintained throughout the entire learning process?
☐	Are alternatives available for students who do not wish to use AI tools?
☐	Has the AI tool be evaluated in relation to the four RE-IMAGINE operational principles?
☐	Is the pedagogical purpose of AI use clearly defined?
☐	Have AI-generated materials been fact-checked for accuracy?
☐	Have students been informed about acceptable AI use in this activity?
☐	Does the activity require student reflection rather than simple reproduction of AI-generated responses?

Final Recommendations

AI-supported teaching materials should be pedagogically sound, accessible and transparent, and subject to educator review. While AI can support differentiation, accessibility and learner engagement, responsibility for educational quality, accuracy and inclusion remains with the educator. In line with the RE-IMAGINE operational principles, educators should use AI in a responsible, reflexive, open and inclusive manner, continuously reviewing its effects on learning and participation.

Discipline-Specific Examples

The following examples illustrate how AI-supported inclusive learning design can be applied across different subject areas.

Discipline	Examples of AI-Supported Practice	Example Classroom Activity
Foreign Languages	• Generate simplified or adapted reading texts at different proficiency levels. • Create vocabulary practice activities and contextual example sentences. • Provide AI-supported translation and multilingual glossaries for learners.	An educator uses AI to generate simplified versions of the same reading text for beginner, intermediate, and advanced language learners. Students work with the version appropriate to their proficiency level and then participate in a shared classroom discussion, ensuring both inclusion and common learning outcomes.
Digital Arts	• Generate visual concept examples and mood boards to support creative ideation. • Use AI image generation tools to explore design concepts and visual styles. • Support brainstorming and iterative creative development.	An educator asks students to use AI image-generation tools to create multiple visual concepts for a design project. Students compare the generated outputs, evaluate their strengths and limitations, and refine their own creative solutions through discussion and reflection.
Management	• Create realistic case-study scenarios for group analysis and discussion. • Generate industry-contextualised examples of management theories and models. • Support preparation of structured analytical frameworks and templates.	An educator uses AI to generate a business case study based on a real-world organisational challenge. Students work in groups to analyse the situation, identify key management issues and propose evidence-based solutions before comparing their conclusions with those generated by AI.
Information Technologies	• Generate coding exercises, pseudo code examples, and debugging challenges. • Create scenario-based problem-solving tasks and IT project briefs. • Support documentation writing and structured code explanation activities.	An educator uses AI to generate programming exercises containing intentional coding errors. Students identify, explain and correct the errors while discussing alternative solutions. The educator reviews all AI-generated tasks and facilitates reflection on the reliability and limitations of AI-generated code.

AI-ENHANCED TEACHING MATERIALS: GUIDELINES FOR EDUCATORS

Use AI tools responsibly to design accessible, inclusive and high-quality learning materials for every learner.

1. KNOW YOUR LEARNERS

Use AI to understand diversity and needs

- Analyze learner profiles and needs with AI insights.
- Adapt language level, translate and summarize complex content.
- Identify accessibility needs and digital access gaps.

RE-IMAGINE OPERATIONAL PRINCIPLE

responsibility
inclusiveness

2. DESIGN AI-SUPPORTED MATERIALS

Create accessible and differentiated materials

- Use AI to generate content ideas, outlines, examples and explanations.
- Create materials in multiple formats: text, visuals, audio, video.
- Use AI for translation, captioning and culturally relevant examples.

RE-IMAGINE OPERATIONAL PRINCIPLE

openness
inclusiveness

3. PERSONALIZE AND DIFFERENTIATE

Use AI to tailor materials to learner needs

- Adapt content complexity and pace to support individual learning.
- Provide AI-generated practice, quizzes and scaffolds.
- Offer choices and pathways to strengthen learner agency.

RE-IMAGINE OPERATIONAL PRINCIPLE

responsibility
reflexivity

4. ENSURE QUALITY AND ETHICAL AI USE

Review, verify and use AI ethically

- Verify accuracy, relevance and bias in AI-generated content.
- Teach students to evaluate AI outputs and avoid misinformation.
- Maintain human oversight and academic integrity at all times.

RE-IMAGINE OPERATIONAL PRINCIPLE

responsibility
openness

5. PROMOTE INCLUSIVE LEARNING EXPERIENCES

Use AI to support participation and engagement

- Use AI for brainstorming, feedback and formative support.
- Combine AI tools with collaboration, discussion and real-world tasks.
- Provide alternative formats and options for all learners.

RE-IMAGINE OPERATIONAL PRINCIPLE

responsibility
inclusiveness

6. REFLECT, EVALUATE AND IMPROVE

Continuously improve materials and practices

- Collect feedback on AI-supported materials and their impact.
- Update and refine materials as AI tools and learner needs evolve.
- Share good practices and learn with other educators.

RE-IMAGINE OPERATIONAL PRINCIPLE

reflexivity
openness

OUR COMMITMENT: AI is a powerful tool. When used responsibly, it helps us create accessible, inclusive and engaging materials that empower every learner to thrive.

RE-IMAGINE OPERATIONAL PRINCIPLES: openness | responsibility | reflexivity | inclusiveness

4.2 Assessment Guide

User: Educators
When to use: During assessment planning, assignment and rubric design, implementation of assessment activities, grading and feedback processes and evaluation of assessment practices
Risk focus: Assessment bias, lack of transparency in AI-supported assessment processes, unreliable AI-generated assessment content or feedback, inappropriate use of student data, unequal access to assessment opportunities, reduced human oversight in evaluation decisions
Output: Fair, transparent, and inclusive AI-supported assessment practices aligned with learning outcomes, ethical principles and learner needs
Principle(s): Openness, Responsibility, Reflexivity, Inclusiveness

ASSESSMENT GUIDE

Introduction

Assessment plays a central role in supporting learning, measuring achievement and guiding educational decision-making. As AI technologies become increasingly integrated into educational environments, educators have new opportunities to enhance assessment design, provide meaningful feedback, improve accessibility and support learner development.

This guide is informed by the broader ORRI (Open and Responsible Research and Innovation) approach, which promotes the alignment of research and innovation with societal values, ethical considerations, openness, inclusion and responsible decision-making. Drawing on these foundations, the guide is structured around the RE-IMAGINE operational principles of Openness, Responsibility, Reflexivity and Inclusiveness, which provide practical guidance for ethical, transparent and learner-centred assessment practices.

Educators remain responsible for all assessment decisions and for ensuring that assessment practices remain fair, transparent and aligned with intended learning outcomes. AI can assist in the development of assessment materials, feedback generation, learning analytics and assessment review processes, but professional judgement, contextual understanding and human oversight remain essential throughout the assessment lifecycle.

The guide promotes the responsible use of AI not as a replacement for educator expertise, but as a support mechanism for more equitable, learner-centred and evidence-informed assessment practices.

1. Define Assessment Goals and Learning Outcomes

Principles: Responsibility, Openness

Objective: *Ensure that assessment activities measure meaningful learning outcomes and remain aligned with course objectives.*

- Clearly define intended learning outcomes before introducing AI-supported assessment tools.
- Use AI tools to generate assessment ideas aligned with learning objectives.
- Ensure that assessment criteria and expectations are transparent and understandable to learners.

- Verify that AI-generated assessment tasks accurately reflect course requirements and expected competencies.
- Review assessment plans to ensure fairness, validity and alignment with learning outcomes.

Key Consideration: AI can support assessment planning and design, but educators remain responsible for ensuring that assessments measure what learners are intended to learn.

2. Design Inclusive and Accessible Assessments

Principles: Inclusiveness, Responsibility

Objective: *Create assessment opportunities that accommodate diverse learner needs and reduce unnecessary barriers to participation and achievement.*

- Use AI tools to generate assessment materials in multiple formats.
- Provide alternative assessment pathways where appropriate.
- Ensure that assessments are accessible to learners with disabilities and diverse learning needs.
- Use AI-supported captioning, translation, speech-to-text and accessibility tools.
- Review assessment tasks for cultural, linguistic and technological inclusiveness.
- Ensure that the use of AI does not disadvantage learners with limited access to digital resources.

Key Consideration: Inclusive assessment focuses on enabling learners to demonstrate achievement rather than testing access to technology, language proficiency or other unrelated factors.

3. Develop Assessment Activities and Criteria

Principles: Openness, Reflexivity

Objective: *Use AI responsibly to support the development of high-quality, authentic, and meaningful assessment activities.*

- Use AI to generate question banks, case studies, authentic scenarios and assessment prompts.
- Use AI tools to develop rubrics and marking criteria that support consistency and transparency.
- Design assessment tasks that encourage higher-order thinking, problem-solving and reflection.
- Adapt AI-generated materials to the specific learning context and learner needs.
- Review all AI-generated assessment content for accuracy, relevance and potential bias.
- Ensure that assessment criteria are communicated clearly before assessment activities begin.

Key Consideration: AI-generated assessment materials should always be reviewed, adapted and approved by educators before implementation.

4. Support Ethical and Transparent Assessment Practices

Principles: Responsibility, Openness, Reflexivity

Objective: *Ensure that assessment remains trustworthy, transparent and academically rigorous when AI tools are used.*

- Clearly communicate expectations regarding student use of AI in assessed work.
- Define acceptable and unacceptable AI-supported practices.
- Encourage learners to acknowledge and disclose AI use where appropriate.
- Consider assessment formats that require learners to explain, document or reflect on their use of AI during the assessment process.
- Consider assessment formats that evaluate students' ability to critically use and reflect on AI-generated content.
- Verify that AI-supported assessment tools comply with privacy and data protection requirements.
- Avoid fully automated grading for high-stakes assessment decisions.
- Monitor assessment processes for potential algorithmic bias or unintended discrimination.

Key Consideration: Assessment credibility depends on transparency, fairness, academic integrity and meaningful human oversight.

5. Provide Meaningful Feedback and Learner Support

Principles: Inclusiveness, Responsibility

Objective: *Use AI to enhance feedback processes while preserving meaningful educator-learner interaction.*

- Use AI tools to generate draft feedback that educators can review and personalise.
- Provide timely feedback that supports learner growth and improvement.
- Encourage learner self-reflection and self-assessment.
- Use AI analytics to identify common misconceptions and learning difficulties.
- Combine AI-generated feedback with human feedback and discussion.
- Encourage learners to compare AI-generated feedback with educator feedback and reflect on similarities and differences.
- Ensure feedback promotes learner agency and supports future learning.

Key Consideration: Feedback should support learning, growth, reflection and improvement rather than simply justify grades or scores.

6. Reflect, Review and Improve Assessment Practices

Principles: Reflexivity, Responsibility, Openness

Objective: *Establish a cycle of continuous improvement by evaluating assessment approaches and AI-supported tools.*

- Gather learner feedback on assessment experiences and AI-supported assessment activities.

- Review assessment outcomes for fairness, reliability, and consistency.
- Monitor potential AI-related biases and unintended consequences.
- Update assessment strategies as technologies, educational needs, and ethical standards evolve.
- Engage in professional development related to AI literacy and assessment innovation.
- Collaborate with colleagues to share effective assessment practices and lessons learned.

Key Consideration: Assessment should be continuously refined to improve educational quality, inclusiveness, reliability and learner outcomes.

Examples of AI-Supported Assessment Practices

Educators may use AI-supported tools to:

- Generate assessment rubrics and marking guides.
- Create question banks and practice quizzes.
- Develop authentic case studies and assessment scenarios.
- Support formative assessment activities.
- Generate personalised revision materials.
- Identify common misconceptions and learning gaps.
- Improve accessibility through translation, captioning and assistive technologies.
- Support learner self-assessment and reflective activities.
- Generate feedback drafts for educator review.
- Analyse assessment trends and learning analytics.
- In practice: Use AI to generate a case study scenario, then ask students to analyse it and write a structured reflection on their reasoning process.
- In practice: Ask students to submit a reflective report alongside their assessed work, documenting where and how they used AI and what they learned from the experience.
- In practice: Present students with an AI-generated solution to a real-world problem and ask them to evaluate its strengths, limitations and ethical implications.

Quick Checklist for Educators

Use this checklist when designing or reviewing any AI-supported assessment activity.

✓	Checklist Item
☐	Are learning outcomes clearly defined?
☐	Is the assessment accessible and inclusive for diverse learner groups?
☐	Have AI-generated assessment materials been reviewed for accuracy and bias?
☐	Are expectations regarding student AI use clearly communicated?
☐	Are privacy and data protection requirements respected?
☐	Is human oversight maintained in grading and evaluation processes?
☐	Does the assessment encourage critical thinking and authentic learning?
☐	Does feedback support learner growth, reflection, and improvement?
☐	Have potential AI-related risks and biases been considered?
☐	Is the assessment aligned with the relevant RE-IMAGINE operational principles?

Final Recommendations

Assessment is ultimately about supporting learning, recognising achievement and helping learners understand their progress. Responsibility for assessment decisions should always remain with educators, even where AI provides valuable support in design, feedback or data analysis.

The use of AI in assessment should be guided by clear educational goals rather than by technology itself. Educators are encouraged to use AI where it adds value, such as improving accessibility, supporting feedback processes or helping to create diverse assessment activities, while ensuring that fairness, transparency and academic integrity are maintained.

Regular reflection on assessment practices is essential. As AI technologies continue to evolve, educators should continuously evaluate whether these tools genuinely improve the assessment experience for learners and contribute to meaningful learning outcomes.

When used responsibly and in line with the RE-IMAGINE operational principles, AI can strengthen assessment practices while preserving human judgement and professional expertise at the core of good education.

ASSESSMENT GUIDE

A Practical Guide for Educators

THE AI-SUPPORTED ASSESSMENT PROCESS

1. **DEFINE ASSESSMENT GOALS AND OUTCOMES**
   Clarify learning outcomes and ensure alignment. Use AI to support planning and idea generation.
2. **DESIGN INCLUSIVE AND ACCESSIBLE ASSESSMENTS**
   Remove barriers and provide multiple ways for learners to show their learning.
3. **DEVELOP ASSESSMENT ACTIVITIES AND CRITERIA**
   Use AI to create authentic tasks and clear rubrics. Review, adapt and ensure quality and relevance.
4. **SUPPORT ETHICAL AND TRANSPARENT ASSESSMENT PRACTICES**
   Communicate clearly, promote academic integrity, and ensure fair and responsible use of AI.
5. **PROVIDE MEANINGFUL FEEDBACK AND LEARNER SUPPORT**
   Combine AI and human feedback. Make feedback timely, constructive and actionable.
6. **USE DATA AND ANALYTICS TO INFORM ASSESSMENT**
   Use AI-supported analytics to identify trends and inform teaching and assessment decisions.
7. **EVALUATE AND REFLECT ON ASSESSMENT PRACTICES**
   Regularly review and improve assessment practices with a focus on learner impact.

RE-IMAGINE OPERATIONAL PRINCIPLES

Openness
Promoting transparency, sharing, and open communication.

Responsibility
Acting ethically and accountably in all assessment practices.

Reflexivity
Continuously reflecting on our practices and their impact.

Inclusiveness
Designing assessment for all learners, valuing diversity and equity.

KEY OUTCOMES

- Fair and transparent assessment practices
- More accessible and inclusive evaluation methods
- AI-supported feedback processes
- Improved learner engagement and self-reflection
- Ethical and responsible assessment practices

EXAMPLES OF AI-SUPPORTED ASSESSMENT PRACTICES

- Generating assessment ideas and question banks
- Creating rubrics and marking criteria
- Supporting accessibility with captioning, translation and text-to-speech
- Providing formative feedback and revision suggestions
- Analysing learning data to inform instruction and assessment

KEY REMINDERS

Educators remain responsible for all assessment decisions and outcomes.

AI is a support tool, not a replacement for professional judgement.

Protect learner data and ensure privacy at all times.

Ensure fairness, equity and inclusiveness in every assessment decision.

Reflect, review and continuously improve assessment practices.

4.3 AI Use Disclosure Template

User: Educators
When to use: During teaching, assessment and teaching material preparation, whenever AI tools are used or have contributed to educational activities or resources
Risk focus: Lack of transparency in AI use, unclear authorship, insufficient accountability, academic integrity concerns and inadequate disclosure of AI-supported educational practices
Output: A completed AI use disclosure statement documenting the purpose, scope and responsible use of AI in teaching, assessment and educational content development
Principles: Openness, Responsibility, Reflexivity

AI USE DISCLOSURE TEMPLATE

EDUCATOR INFORMATION

Name and surname:

Institution / Department:

Course / Module:

Position / Role:

Date:

DECLARATION OF DIGITAL AND AI USE

1. Type of tools used

- ☐ Generative AI tools
- ☐ Editing / language tools
- ☐ Data analysis / coding tools
- ☐ Referencing / organisational tools
- ☐ Translation tools
- ☐ Other digital tools:

2. Name(s) of the AI/digital tool(s) used

(State the specific tool(s) used.)

3. Purpose of use

(e.g. literature review support, brainstorming, coding assistance, data organisation, editing, visualisation, translation)

4. **Where and how was AI used in teaching, assessment or teaching material preparation?**

5. Areas where AI/digital tools were primarily used:

- [ ] Assessment
- [ ] Lesson planning
- [ ] Literature review
- [ ] Teaching material preparation
- [ ] Data analysis
- [ ] Visualisation
- [ ] Drafting / writing
- [ ] Editing / proofreading
- [ ] Translation
- [ ] Other:

---

6. Was AI-generated content directly included in the final output?

- [ ] No
- [ ] Yes, with acknowledgement/disclosure according to institutional or publisher guidelines

6.1 Were students informed about the use of AI in the preparation of teaching or assessment materials?

- [ ] Yes
- [ ] No
- [ ] Not applicable

7. HUMAN CONTRIBUTION

Please describe your contribution to the design, development, implementation and finalisation of the educational activity, resource, assessment or other outputs.

7.1 Level of Human Contribution

- [ ] Fully human-produced
- [ ] AI-assisted with significant human input, review and verification
- [ ] AI-assisted with moderate human input, review and verification
- [ ] AI-assisted with minimal human intervention

8. VERIFICATION

- [ ] Content verified against reliable sources
- [ ] Materials reviewed for pedagogical appropriateness
- [ ] Assessment content reviewed by the educator

8.1 Verification Status

- [ ] Fully verified
- [ ] Partially verified
- [ ] Not verified

9. REFLECTION ON AI USE

What was the main benefit of using AI in this context?

What was the main limitation or challenge?

Transparency and Responsibility Statement

I confirm that the use of digital and AI tools in teaching and assessment activities has been disclosed honestly and in accordance with institutional and ethical guidelines.

I acknowledge that responsibility for the accuracy, pedagogical appropriateness, academic integrity and final content of all teaching and assessment materials remains fully mine, regardless of the use of AI or digital tools.

Signature:

RE-IMAGINE

REINFORCING Incubator project

5.



STUDENT INSTRUMENTS

5.1 Responsible AI Use – Student Guide

User: Students
When to use: During coursework preparation, academic writing, research activities, assessment preparation, independent study and digital learning processes
Risk focus: Academic integrity violations, over-reliance on AI, inaccurate or unverified AI-generated information, lack of transparency in AI use, reduced critical thinking and unethical digital practices
Output: Responsible, transparent, and ethically informed AI use that supports independent learning, critical thinking and academic integrity
Principle(s): Openness, Reflexivity, Responsibility, Inclusiveness

RESPONSIBLE AI USE STUDENT GUIDE

Introduction

The increasing integration of AI and digital technologies into higher education has created new opportunities for learning, research and academic development. AI-powered tools can support students in a variety of educational activities, including information retrieval, idea generation, content organisation and academic writing. However, the growing availability of such technologies also raises important questions regarding academic integrity, critical thinking, transparency and responsible digital practices. As a result, students are expected not only to develop technical competencies but also to understand the ethical implications and limitations associated with AI-assisted learning.

This guide aims to support students in the responsible, transparent and critically informed use of AI and digital tools throughout their academic journey. Drawing on the RE-IMAGINE Ethics-in-Practice Framework and current international guidance on AI in education, it provides practical recommendations for defining the purpose of AI use, formulating effective prompts, verifying generated outputs, ensuring transparency and applying ethical principles in educational contexts. By encouraging reflection, accountability and active engagement, the guide promotes the use of AI as a learning support tool rather than a substitute for independent academic work.

1. Define the Purpose of Tool Usage

Principle: Reflexivity

Objective: *Ensure that students critically reflect on why, how, and to what extent AI tools should be used in the learning process, while maintaining their own responsibility for academic work.*

Before using a digital or AI tool, students should clearly define the purpose of tool usage (the 'why, what type and where'):

- **The specific purpose –** of using the AI tool, i.e. why the tool is being used.
- **The type of tool –** i.e. what type of support is needed.
- **The aspect of individual responsibility –** i.e. where to draw the line between their independent responsibility and the tool support.

Students should understand that digital and AI tools are intended to support learning processes rather than replace independent academic thinking, interpretation or authorship. Defining the purpose of tool usage in advance helps students avoid over-reliance on automatically generated outputs and supports more intentional and reflective learning practices.

Key Considerations:
AI tools should support learning, not replace independent academic work.
Students should remain actively engaged in the learning and writing process.
Human interpretation, analysis and decision-making remain essential components of academic work.
Students should be aware of their own learning needs, digital skills and limitations when selecting digital tools.

2. Use Clear and Responsible Prompting

Principle: Responsibility

Objective: *Provide guidance for formulating clear, ethical and purposeful prompts that support effective AI-assisted learning while promoting responsible use of digital technologies.*

Students should formulate prompts clearly, specifically and responsibly when interacting with AI systems. Well-structured prompting improves the relevance, clarity and usefulness of AI-generated outputs while supporting more effective and transparent interaction with digital systems.

Recommended prompting elements include:

- **Context of the task –** students should define the task accurately to ensure the clear, adaptable and precise generated output.
- **Academic level –** students should state the exact academic level required for the task to ensure the output that is fully adaptable and avoids redundant responses.
- **Expected format –** students should state the required structure, format and style for clarity of output.
- **Scope of explanation –** students should specify whether a brief overview or a detailed explanation is needed, which affects output accuracy.
- **Limitations of requirements –** students should state specific limitations in advance to minimise the chances of redundant output, hallucinations and misinformation.
- **Desired level of detail –** students should state the level of detail required to ensure the output contains the necessary information focused on specific aspects of the task.

Students should understand that prompting is not only a technical action but also part of responsible digital literacy practice. Prompting strategies should encourage critical engagement with AI systems rather than passive acceptance of generated responses.

Example of a well-structured prompt:

Explain the concept of responsible AI in higher education at undergraduate level in approximately 300 words and provide examples from teaching and learning contexts. Create a 5-point checklist for students on how to verify AI-generated information before using it in academic assignments. Use clear and concise language, provide a brief explanation for each point, and limit the response to approximately 200 words.

Example uses: brainstorming ideas, requesting explanations of certain learning concepts, organizing outlines and summaries of learning materials, generating study questions, and reviewing and comparing perspectives or definitions from various sources.

Key Considerations:
Prompts should not request unethical, misleading or academically dishonest outputs.
Students remain responsible for how prompts and outputs are used.
AI tools should not be used to bypass learning processes or institutional assessment rules.
Prompting practices should align with academic integrity and institutional guidelines.

3. Verify AI-Generated Outputs

Principle: Responsibility

Objective: *Ensure that students critically evaluate, verify, and validate AI-generated information before incorporating it into academic work, thereby reducing the risks of misinformation, bias, and inaccuracies.*

All AI-generated outputs should be critically reviewed, evaluated and verified before integration into academic work. Verification and critical evaluation are widely recognised as core components of responsible AI and digital tool usage. Students should approach AI-generated information with critical awareness and understand that AI systems may produce inaccurate, incomplete, biased, outdated or fabricated content.

Verification may include:

- **Comparison with lecture materials –** students should compare the generated output with the lecture material from the course book or provided by the educator.
- **Consultation of peer-reviewed literature –** students should consult peer-reviewed references when validating AI-generated content.
- **Checking references and factual accuracy –** students should check the generated information and sources for authenticity, accuracy and clarity to avoid the risk of misinformation.
- **Reviewing potential bias or misinformation –** students should check the contents of the output for potentially misleading information and biased statements.
- **Comparing outputs with credible academic or institutional sources –** students should rely on credible academic sources and compare them with the output before its implementation into the learning process.

Students should develop the ability to critically assess the reliability and accuracy of AI-generated information rather than treating AI systems as authoritative academic sources. Such practice

promotes active engagement in the learning process while strengthening reflective skills and academic rigour.

Key Considerations:
AI tools may generate inaccurate, incomplete or fabricated information.
AI-generated content should not be treated as a final or authoritative academic source.
Verification is an essential part of responsible AI-assisted learning.
Critical thinking and independent evaluation remain necessary even when digital tools appear reliable.

4. Integrate Digital Tools Transparently

Principle: Openness

Objective: *Promote transparency regarding the use of AI and digital tools in academic work by encouraging appropriate disclosure, accountability and adherence to institutional integrity standards.*

When AI or digital tools significantly contribute to academic work, their use should be transparently disclosed according to institutional guidelines and academic integrity policies. Transparent disclosure of AI use reflects the RE-IMAGINE operational principle of Openness by making the role of digital tools visible and understandable to educators, peers and other stakeholders involved in the learning process.

Students should:

- **Acknowledge AI assistance –** students should state why, when, where and how the AI tool has been used.
- **Follow institutional citation or declaration practices –** students should refer to the existing declaration practices (e.g. AI Use Declaration Template) to ensure the process of AI-supported learning has been transparent.
- **Distinguish between AI support and independent authorship –** students should clearly indicate where and how the tool has been used in the process.
- **Explain the role of digital tools where required –** students should be ready to state the exact purpose of using digital tools for specific parts of the task when required.

Transparent disclosure of substantial AI assistance supports academic integrity and responsible educational practice. It also supports accountability and helps maintain trust in academic work. Students should understand that responsibility for submitted assignments, research and written work remains fully theirs regardless of AI assistance.

Key Considerations:
Transparency supports academic integrity and responsible digital practice.
Students remain responsible for the final accuracy and quality of submitted work.
AI-generated material should not be presented as entirely independent human work. Institutional policies regarding disclosure and AI usage should always be followed.

5. Apply Ethical and Responsible Use Principles

Principles: Inclusiveness, Responsibility

Objective: *Encourage ethical, fair, accessible, and inclusive use of AI technologies while safeguarding academic integrity, privacy, intellectual property and equitable participation in learning environments.*

Students should use AI and digital tools in ways that support learning objectives, critical engagement and the development of independent academic skills. AI-generated outputs should serve as supportive educational resources rather than replacements for active participation, interpretation and reflective thinking. Responsible AI use in education also requires human oversight, critical evaluation and reflective engagement with digital technologies.

This includes:

- **Respecting academic integrity –** students should use AI in an honest and transparent academic manner — state the purpose and manner of usage and indicate the specific parts of the task where the tool has been used.
- **Protecting privacy and personal data –** students should avoid sharing sensitive or personal information with AI systems.
- **Avoiding plagiarism or misrepresentation –** students should ensure that AI-generated content is properly acknowledged and not presented as entirely original work.
- **Applying critical thinking and human judgement –** students should evaluate AI-generated responses rather than accept them uncritically.
- **Respecting copyright and intellectual ownership –** students should acknowledge authorship and avoid unauthorised use of protected content.
- **Using AI systems responsibly in collaborative and educational environments –** students should use AI tools in ways that support fair participation, ethical collaboration and learning objectives.
- **Considering accessibility and inclusiveness –** students should reflect on whether AI-supported learning activities are accessible to different groups of users, taking into account varying levels of digital literacy, access to technology, language needs and potential barriers to participation.

Students should also recognise that responsible AI use requires continuous reflection, adaptability and awareness of the broader social and educational impact of digital technologies. Students should also consider how the use of AI tools may affect equitable participation and access to learning opportunities across diverse educational contexts.

Key Considerations:
Ethical use of AI requires human oversight and accountability.
Digital tools should enhance learning rather than undermine educational processes.
Students should critically reflect on how AI influences their learning habits, decision-making and academic development.
Responsible digital practice includes awareness of accessibility, inclusiveness and equitable participation in digital learning environments.

Examples of Responsible AI Use

Students may use AI-supported tools to:

- Brainstorm ideas for essays, projects or presentations.
- Request explanations of complex concepts in accessible language.
- Organise outlines and summaries of learning materials.
- Generate study questions for exam or assignment preparation.
- Compare perspectives or definitions from various sources.
- Draft feedback on written work for self-review and improvement.
- Support language and accessibility needs through translation or text simplification.
- Reflect on AI-generated responses and identify potential bias or inaccuracies.

Quick Self-Check for Students

Before using AI-generated content, ask yourself:

Quick Self-Check
☐ Do I understand the content?
☐ Have I verified the information?
☐ Have I identified possible bias or inaccuracies?
☐ Have I disclosed AI use where required?
☐ Does the final work reflect my own understanding and contribution?

Final Recommendations

Responsible AI use should support rather than replace independent learning. Students remain responsible for understanding, verifying and transparently disclosing AI-supported work in accordance with course and institutional requirements.

In line with the RE-IMAGINE operational principles, AI use should remain purposeful, critically evaluated, transparent and attentive to inclusive and equitable participation in learning.

RESPONSIBLE AI USE – STUDENT GUIDE

A Practical Guide for Students

THE RESPONSIBLE AI USE PROCESS

1. **DEFINE THE PURPOSE**
   Clarify why you are using AI and what you want to achieve. Make sure it supports your learning.
2. **USE CLEAR AND RESPONSIBLE PROMPTING**
   Provide context, specific instructions and the format or level you need.
3. **EVALUATE THE OUTPUT**
   Check accuracy, reliability and bias. Do not accept everything AI provides.
4. **VERIFY AND CROSS-CHECK**
   Confirm information using credible sources and your own knowledge.
5. **DOCUMENT AND DISCLOSE**
   Be transparent about AI use. Follow your institution's or course requirements.
6. **PROTECT DATA AND PRIVACY**
   Do not share personal data. Be aware of privacy and data protection rules.
7. **REFLECT AND LEARN**
   Think about how AI influences your learning. Improve your skills and use AI responsibly.

RE-IMAGINE OPERATIONAL PRINCIPLES

Openness
Be transparent about AI use and share information openly.

Responsibility
Use AI tools ethically and take responsibility for your work.

Reflexivity
Think critically about AI outputs, your biases and their impact.

Inclusiveness
Use AI in ways that are accessible and fair for everyone.

KEY BENEFITS

- Enhances learning and understanding
- Supports idea generation and organisation
- Improves research and information literacy
- Encourages critical thinking and reflection
- Prepares you for the future world of work

EXAMPLES OF RESPONSIBLE AI USE BY STUDENTS

- Brainstorming ideas for essays and projects
- Summarising complex texts
- Improving grammar and style
- Finding study resources and explanations
- Analysing data and visualising results
- Practising languages and getting feedback

USE AI RESPONSIBLY

- AI can make mistakes.
- You are responsible for your work.
- Use AI as a support tool, not a replacement for your thinking.
- Act with integrity and respect.

KEY REMINDERS

You are responsible for your academic work and decisions.

AI supports learning, but critical thinking comes from you.

Protect your data and respect the privacy of others.

Use AI in ways that are fair, inclusive and respectful.

Reflect, review and continuously improve.

5.2 AI Output Evaluation Checklist

User: Students
When to use: After receiving AI-generated content and before incorporating it into assignments, projects, presentations or other learning activities
Risk focus: Inaccurate or misleading AI-generated information, fabricated references, hidden bias, misinformation, lack of source verification and uncritical acceptance of AI outputs
Output: A verified and documented evaluation of AI-generated content, supporting an informed decision to use, revise or reject the output
Principle(s): Reflexivity, Responsibility, Openness

AI OUTPUT EVALUATION CHECKLIST

1. Understanding the Output

Question	Yes	Partly	No
Do I understand the AI-generated content?	☐	☐	☐
Can I explain the content in my own words?	☐	☐	☐
Does the response address my original question or task?	☐	☐	☐

2. Accuracy and Verification

Question	Yes	Partly	No
Have I checked important facts or claims?	☐	☐	☐
Have I compared the information with reliable sources?	☐	☐	☐
Does the information appear accurate and up to date?	☐	☐	☐

3. Sources and Evidence

Question	Yes	Partly	No
Does the output refer to identifiable sources or evidence?	☐	☐	☐
Have I verified any references, statistics or quotations provided?	☐	☐	☐
Would I trust these sources in an academic context?	☐	☐	☐

4. Bias and Manipulation Risks

Question	Yes	Partly	No
Does the content present more than one perspective where appropriate?	☐	☐	☐
Is the content free from stereotypes, generalisations, or potentially biased statements?	☐	☐	☐
Does the AI-generated output contain misleading, exaggerated, biased, or manipulative content?	☐	☐	☐

5. Responsible Use

Question	Yes	Partly	No
Have I critically reviewed the output rather than accepting it automatically?	☐	☐	☐
Have I made my own contribution to the final work?	☐	☐	☐
Can I explain why this information is reliable and relevant for my purpose?	☐	☐	☐

Final Reflection

Potential Issues Identified:

- [ ] Inaccurate information
- [ ] Unverified claims
- [ ] Weak or missing sources
- [ ] Bias or stereotypes
- [ ] Misleading or manipulative content
- [ ] Other:

Decision:

- [ ] Suitable for use
- [ ] Suitable with additional verification
- [ ] Not suitable for use

Student Notes:

5.3 AI Use Declaration Template

User: Students
When to use: Upon completion of assignments, essays, seminar papers, presentations, reflective assignments, or other coursework where AI tools have been used
Risk focus: Undisclosed AI use, academic integrity violations, unclear authorship, lack of accountability and insufficient transparency in AI-supported academic work
Output: A completed AI use declaration documenting the purpose, scope and responsible use of AI tools in academic work
Principle(s): Responsibility, Openness, Reflexivity

AI USE DECLARATION TEMPLATE

1. STUDENT INFORMATION

Name and surname:

Study program:

Course / Module:

Instructor:

Date:

2. DECLARATION OF DIGITAL TOOL AND AI USE

2.1 Type of tools used

- ☐ Generative AI tools (e.g. ChatGPT, Gemini, Claude)
- ☐ Editing / language tools (e.g. Grammarly, DeepL)
- ☐ Referencing / organisational tools
- ☐ Translation tools
- ☐ Other digital tools:

2.2 Name(s) of the tool(s) used (state the specific tool(s) used):

2.3 Purpose of use

(e.g. brainstorming, outlining, drafting, editing, summarizing, translation, proofreading, referencing)

3. Describe where and how AI/digital tools were used in the assignment.

4. Was AI-generated content directly included in the final submission?

- ☐ No
- ☐ Yes, with acknowledgement/citation according to institutional guidelines

5. Was the use of AI consistent with the course or assignment guidelines?

- [ ] Yes
- [ ] No
- [ ] Not sure

6. Level of Human Contribution

- [ ] Fully human-produced work (no AI assistance)
- [ ] AI-assisted with minimal human editing (light use of AI, mainly for support such as grammar or ideas)
- [ ] AI-assisted with moderate human input (AI used for drafting, but substantial human revision, editing and interpretation)
- [ ] AI-assisted with significant human input and critical evaluation (AI used as support tool, but human author responsible for all analysis, structure and final content)

7. Verification Activities

- [ ] Checked against lecture materials
- [ ] Checked against academic / peer-reviewed sources
- [ ] Fact-checked and revised by the student

7.1 Verification Status

- [ ] Fully verified
- [ ] Partially verified
- [ ] Not verified

8. REFLECTION ON AI USE

What was the main benefit of using AI in this assignment?

What was the main limitation or challenge?

Transparency and Responsibility Statement

I confirm that the use of digital and AI tools in this work has been disclosed honestly and in accordance with institutional guidelines.

I acknowledge that responsibility for the accuracy, originality, academic integrity and final content of this work remains fully mine, regardless of the use of AI or digital tools.

Signature:

RE-IMAGINE

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6.



RESEARCHER INSTRUMENTS

6.1 Researcher AI Use and Data Protection Checklist

User: Researchers
When to use: Before publishing research outputs, submitting manuscripts, conducting data analysis, using AI-assisted research tools or engaging digital and AI technologies at any stage of the research process
Risk focus: Research integrity breaches, inadequate data protection, lack of transparency in AI use, bias in AI-assisted research processes, non-compliance with ethical or publication requirements and insufficient human oversight
Output: A documented assessment of AI use, identified risks and mitigation measures, and an informed decision regarding the responsible use of AI within the research context
Principle(s): Openness, Responsibility, Reflexivity, Inclusiveness

RESEARCHER AI USE AND DATA PROTECTION CHECKLIST

1. Research Context

Research project / publication:

Digital or AI tool(s) used:

Stage of use:

- [ ] Literature review
- [ ] Data analysis
- [ ] Data processing
- [ ] Writing and editing
- [ ] Translation
- [ ] Coding / programming
- [ ] Other:

2. Transparency and Disclosure (Openness)

Question	Yes	Partly	No
Have all digital and AI tools used in the research process been identified?	☐	☐	☐
Can their role and scope of use be clearly described?	☐	☐	☐
Will the use of AI be disclosed in accordance with publication or institutional requirements?	☐	☐	☐

3. Responsible Research Use (Responsibility)

Question	Yes	Partly	No
Is the use of the tool appropriate for the research task?	☐	☐	☐
Does the tool support rather than replace researcher judgement?	☐	☐	☐
Is the researcher fully responsible for the final content and conclusions?	☐	☐	☐
Does the use of AI comply with relevant research and publication ethics standards?	☐	☐	☐

4. Verification and Quality Assurance (Reflexivity)

Question	Yes	Partly	No
Have AI-generated outputs been independently verified?	☐	☐	☐
Have references, data and factual claims been checked?	☐	☐	☐
Have potential biases, limitations or unintended effects of the tool usage been considered?	☐	☐	☐
Have reasonable measures been taken to mitigate identified risks?	☐	☐	☐

5. Data Protection and Ethical Compliance (Responsibility)

Question	Yes	Partly	No
Are personal, sensitive or confidential data adequately protected when using the tool?	☐	☐	☐
Does the intended use of the tool comply with applicable data protection and privacy regulations (e.g. GDPR)?	☐	☐	☐
Have potential ethical risks related to data collection, processing, storage or sharing been identified and considered?	☐	☐	☐
Have data minimisation principles been applied (i.e. limiting data input to what is necessary for the intended purpose)?	☐	☐	☐

6. Inclusiveness and Fairness (Inclusiveness)

Question	Yes	Partly	No
Have potential discriminatory or exclusionary effects been considered?	☐	☐	☐
Does the research reflect fair and responsible use of digital and AI tools?	☐	☐	☐
Have accessibility and inclusiveness considerations been addressed where relevant?	☐	☐	☐

7. Final Reflection and Decision

Key Risks Identified:

- ☐ Incorrect or misleading outputs
- ☐ Bias or discrimination
- ☐ Data protection concerns
- ☐ Lack of transparency
- ☐ Over-reliance on AI
- ☐ Other:

8. Mitigation Measures (e.g human review, reference verification and AI use disclosure)

9. Final Statement

- [ ] The use of digital and AI tools is appropriate for this research context.
- [ ] The use of digital and AI tools is appropriate with additional safeguards.
- [ ] The use of digital and AI tools should be reconsidered.
- [ ] The use of digital and AI tools is not appropriate for this research context.

Researcher Comments:

6.2 AI Use Statement Template

User: Researchers
When to use: During the research process and upon completion of research activities, particularly when preparing publications, reports, conference papers, or other research outputs involving AI tools
Risk focus: Undisclosed AI use, lack of transparency in research practices, unclear authorship or contribution, non-compliance with institutional or publisher disclosure requirements and reduced accountability in AI-assisted research
Output: A completed AI use statement documenting the purpose, scope and responsible use of AI tools in research-related activities
Principle(s): Responsibility, Openness, Reflexivity

AI USE STATEMENT TEMPLATE

1. RESEARCHER INFORMATION

Name and surname:

Institution / Department:

Research project / Publication title:

Position / Role:

Date:

2. DECLARATION OF DIGITAL AND AI USE

1. Type of tools used

- [ ] Generative AI tools
- [ ] Editing / language tools
- [ ] Data analysis / coding tools
- [ ] Referencing / organisational tools
- [ ] Translation tools
- [ ] Other digital tools:

2.1 Name(s) of the AI/digital tool(s) used (state the specific tool(s) used):

2.3 Purpose of use

(e.g. literature review support, brainstorming, coding assistance, data organisation, editing, visualisation, translation)

---

3. Describe where and how AI/digital tools were used for the research.

---

4. Research stages where AI/digital tools were primarily used:

- [ ] Research design
- [ ] Literature review
- [ ] Literature screening
- [ ] Data collection
- [ ] Data analysis
- [ ] Data visualisation
- [ ] Drafting / writing
- [ ] Editing / proofreading
- [ ] Coding / programming
- [ ] Manuscript preparation
- [ ] Translation
- [ ] Other:

---

5. Was AI-generated content directly included in the final output?

- [ ] No
- [ ] Yes, with acknowledgement/disclosure according to institutional or publisher guidelines

5.1 Was AI use disclosed in accordance with publisher, funder or institutional requirements?

- [ ] Yes
- [ ] No
- [ ] Not applicable

6. HUMAN CONTRIBUTION

- [ ] Fully human-produced research and writing
- [ ] AI-assisted with significant human interpretation and verification
- [ ] AI-assisted with moderate human intervention and verification
- [ ] AI-assisted with minimal human intervention

7. VERIFICATION

- [ ] Outputs verified against scholarly sources
- [ ] Data/results independently checked by the researcher
- [ ] AI-generated content critically reviewed and revised

7.1 Verification Status

- [ ] Fully verified
- [ ] Partially verified
- [ ] Not verified

8. REFLECTION ON AI USE

What was the main benefit of using AI in this research?

What was the main limitation or challenge?

Transparency and Responsibility Statement

I confirm that the use of digital and AI tools in this research activity has been disclosed honestly and in accordance with institutional, ethical and publishing guidelines.

I acknowledge that responsibility for the accuracy, originality, integrity, interpretation and final content of the research remains fully mine, regardless of the use of AI or digital tools.

Signature:

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7.



INSTITUTIONAL INSTRUMENTS

7.1 Institutional AI Governance and Data Protection Checklist

User: Higher Education Institutions
When to use: Before introducing, approving, reviewing or expanding the use of digital and AI technologies within institutional activities, and during periodic reviews of existing practices
Risk focus: Governance gaps, non-compliance with ethical and data protection requirements, lack of transparency and accountability, institutional bias, inadequate risk management and insufficient oversight of AI implementation
Output: A documented assessment of institutional AI governance, identified risks and mitigation measures, and an informed decision regarding the responsible implementation of AI technologies
Principle(s): Openness, Responsibility, Reflexivity, Inclusiveness

INSTITUTIONAL AI GOVERNANCE AND DATA PROTECTION CHECKLIST

1. Institutional Context

Institution / Unit:

Technology / AI System:

Area of Use:

- [ ] Teaching and Learning
- [ ] Research
- [ ] Student Support Services
- [ ] Administrative Processes
- [ ] Other:

Completed by:

Name:

Position / Function:

Date:

2. Governance and Accountability (Responsibility)

Question	Yes	Partly	No
Are roles and responsibilities for AI governance clearly defined?	☐	☐	☐
Are institutional policies, procedures or guidelines for AI use available?	☐	☐	☐
Is there an identified body or person responsible for AI oversight?	☐	☐	☐
Are staff, educators, researchers and other relevant user groups provided with guidance or training on responsible AI use?	☐	☐	☐

3. Transparency (Openness)

Question	Yes	Partly	No
Are relevant stakeholder groups (e.g. students, educators, researchers, staff) informed about the institution's approach to AI use?	☐	☐	☐
Are users informed when AI-supported systems are used in ways that affect their learning, research or institutional experience?	☐	☐	☐
Are institutional rules regarding AI use publicly available?	☐	☐	☐

4. Data Protection and Ethical Compliance (Responsibility)

Question	Yes	Partly	No
Does the use of AI comply with applicable data protection requirements (e.g. GDPR)?	☐	☐	☐
Are personal and sensitive data adequately protected?	☐	☐	☐
Have potential ethical risks, including bias, discrimination, or unfair treatment, been considered before implementation?	☐	☐	☐
Is consultation with ethics or governance bodies available where needed?	☐	☐	☐

5. Inclusiveness and Fair Access (Inclusiveness)

Question	Yes	Partly	No
Does the institution support equitable access to AI-supported services?	☐	☐	☐
Have accessibility, inclusion, and diverse user needs been considered?	☐	☐	☐
Are alternative non-AI options available where appropriate?	☐	☐	☐

6. Monitoring and Review (Reflexivity)

Question	Yes	Partly	No
Is the impact of AI use periodically monitored and reviewed?	☐	☐	☐
Is feedback from students, educators, researchers and staff systematically collected and taken into account?	☐	☐	☐
Are AI-related risks, incidents or concerns documented and reviewed?	☐	☐	☐
Are responsibilities for monitoring, review and follow-up actions clearly assigned?	☐	☐	☐
Are policies, procedures and practices updated when necessary based on evidence and feedback?	☐	☐	☐
Are potential unintended consequences of AI use periodically assessed and addressed?	☐	☐	☐

7. Key Risks Identified

- ☐ Lack of transparency
- ☐ Data protection concerns
- ☐ Unclear responsibilities
- ☐ Bias or unfair treatment
- ☐ Accessibility barriers
- ☐ Insufficient oversight
- ☐ Other:

8. Recommended Actions

Recommended action 1:

Responsible person/unit:

Timeline:

Recommended action 2:

Responsible person/unit:

Timeline:

Recommended action 3:

Responsible person/unit:

Timeline:

9. Final Assessment

- ☐ Appropriate for institutional use
- ☐ Appropriate with additional safeguards
- ☐ Further measures are required before implementation
- ☐ Not recommended at this stage

Comments:

7.2 AI Adoption Decision Guide

User: Educational Institutions
When to use: Before selecting, purchasing, implementing or scaling AI-supported tools, platforms or services within educational institutions
Risk focus: Poor strategic alignment, inadequate organisational readiness, ethical and governance risks, insufficient stakeholder engagement, implementation challenges and unsustainable AI adoption
Output: An informed and responsible AI adoption decision supported by organisational readiness, risk mitigation measures and ethical governance principles
Principle(s): Openness, Responsibility, Reflexivity, Inclusiveness

AI ADOPTION DECISION GUIDE

Introduction

Educational institutions are increasingly faced with decisions about whether, when, and how to adopt AI technologies. While AI offers opportunities to enhance teaching and learning, support personalised learning experiences, improve assessment practices, streamline administration and strengthen student support services, institutions need structured processes that consider educational value, ethical implications, organisational readiness, stakeholder needs and long-term sustainability.

This guide is informed by the RE-IMAGINE Ethics-in-Practice Framework and provides a structured, step-by-step approach to responsible AI adoption, from identifying the educational need to long-term monitoring and review. It supports institutions in making decisions that are evidence-informed, ethically sound and genuinely beneficial to learners, educators and the wider institutional community.

1. Identify the Need and Educational Purpose

Principle(s): Responsibility, Openness

Objective: *Ensure that AI adoption is driven by clearly defined educational needs rather than technological trends or commercial pressures.*

- Define the specific educational, administrative or operational challenge the AI tool is intended to address.
- Establish measurable goals and expected outcomes for AI adoption.
- Consult educators, students and administrative staff to identify genuine needs before exploring AI solutions.
- Assess whether the identified need could be adequately addressed through existing or non-AI solutions before proceeding with AI adoption.
- Consider whether AI adoption could support more personalised, adaptive or learner-centred educational experiences.
- Document the rationale for AI adoption to ensure transparency and accountability.

Key Consideration: AI adoption should always be justified by a clear educational or institutional need. Technology should serve pedagogical and institutional goals, not the other way around.

2. Assess Stakeholder Needs and Expectations

Principle(s): Inclusiveness, Openness

Objective: *Ensure that AI adoption decisions reflect the diverse needs, concerns and expectations of all institutional stakeholders.*

- Engage educators, students, administrative staff and leadership in the decision-making process.
- Gather structured feedback from diverse stakeholder groups through surveys, focus groups or consultations.
- Identify potential concerns regarding privacy, fairness, workload and access to technology.
- Ensure that marginalised or underrepresented groups are meaningfully included in consultation processes.
- Communicate proposed AI adoption plans openly and provide opportunities for stakeholder input before final decisions.

Key Consideration: Successful AI adoption requires genuine stakeholder engagement, not just information-sharing. Decisions made without adequate consultation risk resistance, mistrust and unintended harm.

3. Evaluate Risks, Ethics, and Compliance

Principle(s): Responsibility, Reflexivity

Objective: *Identify and address ethical, legal and operational risks before adopting any AI tool or platform.*

- Conduct a formal ethical review of the proposed AI tool, including assessment of algorithmic bias and fairness.
- Review findings from the Institutional AI Governance and Data Protection Checklist to confirm compliance with data protection, privacy and governance requirements.
- Assess risks related to data security, vendor dependency and long-term sustainability of the AI solution.
- Assess the transparency of the AI provider regarding data use, model limitations and system updates.
- Evaluate the AI tool's transparency and determine whether its decisions or outputs can be explained to users.
- Identify and document potential unintended consequences for learners, educators and institutional equity.
- Establish clear protocols for human oversight and intervention in AI-driven processes.

Key Consideration: No AI tool should be adopted without a thorough ethical and compliance review. Risk assessment must be documented, shared with stakeholders and revisited regularly.

4. Assess Institutional Readiness

Principle(s): Responsibility, Reflexivity

Objective: *Evaluate whether the institution has the capacity, infrastructure and support structures needed for responsible AI implementation.*

- Assess the technical infrastructure required for the AI tool, including hardware, software and connectivity.
- Assess staff AI literacy and readiness for responsible AI use, and identify training needs before implementation.
- Review existing policies and governance structures to determine whether they adequately cover AI use.
- Identify resource requirements, including financial investment, time and ongoing technical support.
- Assess the institution's capacity to monitor, review and update AI tools over time.
- Ensure that leadership commitment and cross-departmental collaboration are in place to support implementation.

Key Consideration: Institutional readiness is as important as the quality of the AI tool itself. Adopting AI without adequate preparation increases the risk of poor outcomes, staff resistance, and harm to learners.

5. Pilot Before Scaling

Principle(s): Reflexivity, Responsibility, Openness

Objective: *Test AI tools in a controlled, limited context before institution-wide implementation to identify issues and refine practices.*

- Design a structured pilot with clear objectives, timelines and evaluation criteria.
- Select a representative pilot group that reflects the diversity of the broader institutional community.
- Collect systematic feedback from pilot participants throughout the testing period.
- Monitor the AI tool's performance, accessibility and impact on learners and educators during the pilot.
- Identify unintended consequences, usability issues or equity concerns before scaling.
- Use pilot findings to refine adoption plans, update policies and address identified risks before wider rollout.

Key Consideration: Piloting should be treated as a critical safeguard before wider implementation. Scaling AI tools without adequate testing risks amplifying harms and making problems harder to address at institutional scale.

6. Monitor, Review and Improve

Principle(s): Reflexivity, Responsibility, Openness

Objective: *Establish ongoing processes to evaluate the impact, effectiveness and ethical implications of adopted AI tools.*

- Define key performance indicators and evaluation criteria for ongoing AI monitoring.
- Collect regular feedback from educators, students and administrators on their experience with AI tools.
- Review AI tool performance for bias, accessibility gaps and alignment with institutional values.
- Update governance policies and usage guidelines as technologies and regulatory requirements evolve.
- Engage in professional development and sector-wide knowledge sharing on responsible AI use.
- Be prepared to suspend or discontinue AI tools that demonstrate persistent ethical concerns or harm.

Key Consideration: AI adoption is not a one-time decision. It requires continuous monitoring, reflection and willingness to change course when evidence shows that a tool is not meeting institutional or ethical standards.

Examples of AI Adoption Decisions

Institutions may consider adopting AI-supported tools in the following areas:

- Generative AI platforms for teaching and learning support.
- AI-supported assessment design and feedback systems.
- Learning analytics solutions for student progress monitoring.
- AI chatbots and virtual assistants for student support services.
- Automated administrative services and workflow management.
- AI-based accessibility tools for learners with diverse needs.
- Research support platforms using AI-assisted literature review or data analysis.
- AI-supported language translation and multilingual learning tools.

- AI-supported personalised learning and adaptive learning systems.
- In practice: A university considers adopting an AI chatbot for student support and uses the guide to evaluate privacy, accessibility and stakeholder concerns before implementation.
- In practice: A faculty evaluates an AI-powered learning analytics platform and conducts a pilot before institution-wide deployment.
- In practice: An institution compares a generative AI teaching assistant with existing non-AI solutions before making an adoption decision.

Quick Checklist for Institutions

Use this checklist when evaluating or preparing to adopt any AI tool or platform.

Checklist Item
☐ Is there a clearly defined educational or institutional need for the AI tool?
☐ Have alternative non-AI solutions been considered?
☐ Have all relevant stakeholders been meaningfully consulted?
☐ Has an ethical review been conducted, including assessment of bias and fairness?
☐ Does the AI tool comply with data protection and privacy requirements?
☐ Has institutional readiness been assessed, including infrastructure and staff capacity?
☐ Has a pilot been conducted and its findings reviewed before scaling?
☐ Are clear governance policies and oversight mechanisms in place?
☐ Are there processes for ongoing monitoring, review and improvement?
☐ Is there a plan for staff training and professional development?
☐ Is the adoption aligned with the RE-IMAGINE operational principles?

Final Recommendations

Responsible AI adoption should be treated as an ongoing institutional process rather than a one-time technological decision. It requires educational purpose, ethical governance, stakeholder engagement, monitoring and willingness to revise or discontinue practices when they no longer support institutional values, educational quality or equitable participation.

AI-ENHANCED TEACHING MATERIALS: GUIDELINES FOR EDUCATORS

Use AI tools responsibly to design accessible, inclusive and high-quality learning materials for every learner.

1. KNOW YOUR LEARNERS

Use AI to understand diversity and needs

- Analyze learner profiles and needs with AI insights.
- Adapt language level, translate and summarize complex content.
- Identify accessibility needs and digital access gaps.

RE-IMAGINE OPERATIONAL PRINCIPLE

responsibility
inclusiveness

2. DESIGN AI-SUPPORTED MATERIALS

Create accessible and differentiated materials

- Use AI to generate content ideas, outlines, examples and explanations.
- Create materials in multiple formats: text, visuals, audio, video.
- Use AI for translation, captioning and culturally relevant examples.

RE-IMAGINE OPERATIONAL PRINCIPLE

openness
inclusiveness

3. PERSONALIZE AND DIFFERENTIATE

Use AI to tailor materials to learner needs

- Adapt content complexity and pace to support individual learning.
- Provide AI-generated practice, quizzes and scaffolds.
- Offer choices and pathways to strengthen learner agency.

RE-IMAGINE OPERATIONAL PRINCIPLE

responsibility
reflexivity

4. ENSURE QUALITY AND ETHICAL AI USE

Review, verify and use AI ethically

- Verify accuracy, relevance and bias in AI-generated content.
- Teach students to evaluate AI outputs and avoid misinformation.
- Maintain human oversight and academic integrity at all times.

RE-IMAGINE OPERATIONAL PRINCIPLE

responsibility
openness

5. PROMOTE INCLUSIVE LEARNING EXPERIENCES

Use AI to support participation and engagement

- Use AI for brainstorming, feedback and formative support.
- Combine AI tools with collaboration, discussion and real-world tasks.
- Provide alternative formats and options for all learners.

RE-IMAGINE OPERATIONAL PRINCIPLE

responsibility
inclusiveness

6. REFLECT, EVALUATE AND IMPROVE

Continuously improve materials and practices

- Collect feedback on AI-supported materials and their impact.
- Update and refine materials as AI tools and learner needs evolve.
- Share good practices and learn with other educators.

RE-IMAGINE OPERATIONAL PRINCIPLE

reflexivity
openness

OUR COMMITMENT: AI is a powerful tool. When used responsibly, it helps us create accessible, inclusive and engaging materials that empower every learner to thrive.

RE-IMAGINE OPERATIONAL PRINCIPLES: openness | responsibility | reflexivity | inclusiveness

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8.



ADAPTATION AND USE IN DIFFERENT INSTITUTIONAL CONTEXTS

The Toolbox is designed for flexible use across institutions with different levels of digital and AI maturity. Institutions may select individual instruments depending on their needs, capacities and governance structures.

The instruments may be adapted in wording, format and procedural placement, provided that the core Ethics-in-Practice logic is preserved:

- Context identification,
- Stakeholder roles and responsibilities,
- RE-IMAGINE operational reflection,
- Risk identification and assessment,
- Responsible decision and documentation,
- Review and adaptation.

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WHAT TO DO AFTER USING THE INSTRUMENTS

Use the guidance below to translate the review of an instrument into appropriate next steps. Select the instruments relevant to your activity; you do not need to use all of them.

Guides and checklists support reflection, identify concerns and inform decisions. Declaration, disclosure and statement templates document AI assistance and human contribution. Completing an instrument does not by itself authorise AI use or establish that it is appropriate. Unresolved concerns should lead to verification, revision, consultation or a decision not to proceed.

9.1 Educators

Digital & AI Tool Evaluation Sheet

Before using or recommending a tool, review its suitability for the teaching context, including reliability, accessibility, inclusiveness, data protection and alignment with learning objectives. Record the decision, limitations and safeguards in the Sheet. If concerns remain unresolved, adapt the proposed use, choose an alternative or do not proceed. Consult the relevant institutional role where concerns exceed your authority.

Teaching Materials Design and Inclusive Learning Guide

After using the Guide, review the materials for accuracy, pedagogical suitability, accessibility, bias and equitable participation. Verify factual claims against reliable sources and revise or remove unsupported content. Address identified barriers before sharing the materials, and review learner feedback after use.

Assessment Guide

After using the Guide, check that tasks, assessment criteria and permitted AI uses are clear and aligned with learning outcomes. Revise concerns relating to fairness, accessibility and students' demonstration of their own learning before implementation. Retain educator judgement in assessment and consult the relevant institutional role when requirements or approval responsibilities are unclear.

AI Use Disclosure Template

After completing the Template, check that it accurately describes the AI assistance and your own contribution. Share or submit the disclosure in accordance with applicable institutional requirements and communicate relevant AI use to students where appropriate. Disclosure does not replace verification of materials or resolve concerns about their suitability.

9.2 Students

Responsible AI Use – Student Guide

After using the Guide, check the requirements of your course or assignment and identify the permitted forms of AI assistance. Use the recommendations to plan how you will verify outputs and describe your own contribution. If permitted uses or disclosure expectations remain unclear, consult your educator before proceeding or submitting your work.

AI Output Evaluation Checklist

After completing the Checklist, review any answers marked Partly or No and any issues recorded in the Final Reflection. Determine what needs further checking, correction or removal before using the content in your work. Do not treat the number of positive responses as automatic approval.

Check important claims against reliable sources, confirm that references exist and support the claims, and assess whether the output is relevant to the task. Use the Responsible AI Use – Student Guide if you need help evaluating information. If a claim or source cannot be verified, revise or remove it rather than presenting it as established information.

Use the Decision section of the Final Reflection to record whether the output is suitable for use, suitable with additional verification or not suitable for use. Complete the necessary verification before incorporating the content. If a concern involves unclear assignment rules, consult your educator.

AI Use Declaration Template

After completing the Template, check that it accurately records the tools used, purposes of use, AI assistance retained in the work, your own contribution and the verification undertaken. If AI use does not meet assignment requirements or important content remains unverified, address those issues before submission. Reporting a problem in the declaration does not by itself resolve it.

Submit the declaration as required by your course or institution. It documents AI assistance; it does not grant permission to use AI or replace the educator's assessment of your work.

Suggested Sequence

Check assignment requirements — use AI only within the permitted scope — evaluate outputs — resolve identified concerns or consult the educator — complete the declaration — submit the work according to the assignment instructions.

9.3 Researchers

Digital & AI Tool Evaluation Sheet

Before using a tool in research, review its suitability for the proposed activity, including reliability, limitations, bias, confidentiality and data protection. Record a decision and any conditions of use. Distinguish the suitability of the tool from the accuracy of individual outputs: outputs still require verification.

Where essential information is missing or significant concerns remain unresolved, defer the relevant AI-assisted activity until safeguards are established and any necessary institutional guidance has been obtained. Consider an alternative tool or workflow if the concerns cannot be addressed.

Researcher AI Use and Data Protection Checklist

After completing the Checklist, review responses marked Partly or No and the key risks identified. Specify mitigation measures, such as reference verification, human review, restrictions on data input or changes to the workflow. Verify factual claims, references and AI-generated interpretations before relying on them in research outputs.

Pay particular attention to personal, sensitive or confidential information. Consult the relevant research, ethics or data protection support where concerns cannot be resolved within your responsibilities. Do not proceed with the affected data processing or research activity while essential safeguards or required approvals remain unresolved.

Record the appropriate Final Statement and explain the decision in Researcher Comments. If use is considered appropriate with additional safeguards, state those safeguards and ensure they are in place for the relevant activity.

AI Use Statement Template

After completing the Template, confirm that it accurately describes where and how AI was used, the researcher's contribution and the verification undertaken. Include or submit the statement according to institutional, publisher or funding-body requirements.

The statement supports transparency. It does not replace verification, ethical review or required permissions. Responsibility for the accuracy, integrity, interpretation and final research output remains with the researcher.

Follow-Up

Document unresolved concerns, the actions needed and the responsible person or role. Revisit the review when the tool, data, purpose or research workflow changes.

9.4 Institutional Actors

Digital & AI Tool Evaluation Sheet

After completing the Sheet, review the proposed tool's educational or organisational value, reliability, accessibility, data protection and compatibility with existing systems and procedures. Record whether it is suitable, suitable with defined limitations and safeguards, or not suitable for the intended context.

Identify any additional support, resources, governance measures or specialist review required. Where you do not hold approval authority, submit the findings and a recommendation to the authorised decision-maker rather than treating completion as approval.

Institutional AI Governance and Data Protection Checklist

After completing the Checklist, review responses marked Partly or No and the Key Risks Identified. Translate gaps into Recommended Actions, assigning a responsible person or unit and a timeline. Identify which measures are needed before implementation and which require continuing monitoring.

Use the Final Assessment to document whether institutional use is appropriate, appropriate with additional safeguards, requires further measures before implementation or is not recommended at this stage. Explain the reasons and refer unresolved questions to the authorised decision-maker or relevant governance, ethics, data protection or technical support service.

AI Adoption Decision Guide

After using the Guide, bring together the identified need, stakeholder input, risk review, readiness assessment and pilot findings where available. Document a recommendation or decision to proceed, proceed with conditions, revise the proposal, defer adoption or not proceed.

If a pilot is the next step, define its scope, responsibilities, safeguards and review criteria. If wider use is approved, assign responsibility for implementation, training, monitoring and periodic review. Reconsider or suspend use when significant concerns arise or conditions of use are no longer met.

Record and Review Decisions

For each unresolved concern, record the action required, who is responsible and when it will be reviewed. Keep recommendations distinct from formal approvals and retain a record of the authorised decision and its conditions. Review the decision when the tool, scope, risks or institutional circumstances change.

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CLOSING NOTE

The RE-IMAGINE Ethics-in-Practice Toolbox is intended to support responsible practice, not to replace professional judgement, institutional policy or legal requirements. Its value lies in helping stakeholders make AI-related decisions transparent, well-documented, reflective and context-sensitive.