



Policy on Generative Artificial Intelligence in Learning, Teaching and Assessment

Document control table

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2. Approved by	Education Committee

Policy development steps

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1. Introduction

- 1.1 The University of Leicester recognises that the opportunities afforded by the development of Generative Artificial Intelligence (AI) tools such as, but not limited to, ChatGPT and Gemini will profoundly impact the way in which our programmes are developed, delivered and assessed. The University is committed to the ethical and responsible use of AI, and to preparing our staff and students to engage effectively with the rapidly developing role of AI in Higher Education and the wider world.
- 1.2 This policy provides a University-level framework, for staff and students for how and where it is appropriate to utilise AI for learning, teaching and assessment activities.

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2. Scope

- 2.1 This policy applies to all award bearing programmes at the University of Leicester at all levels and modes of study (full time and part time, campus based and distance learning). It applies to all modules which award credit of the University of Leicester, including those delivered through partnership arrangements.
- 2.2 This policy applies to taught and research-based modules and programmes, which includes doctoral level studies.
- 2.3 This policy also applies to all members of staff of the University responsible for designing or delivering teaching or assessment. This includes members of staff directly employed by the University, honorary staff and staff who may be employed through Unitemps.
- 2.4 This policy does not apply to staff research that is governed by the requirements of the research Code of Conduct.
- 2.5 This Policy works alongside the Senate Regulations governing Student Conduct, which include the University's requirements regarding academic misconduct such as plagiarism or the use of AI generated content where not permitted. These regulations apply to all students of the University, at all levels.

3. Definitions

- 3.1. Generative artificial intelligence is defined as a form of AI that utilises machine learning models to perform tasks including (but not limited to) the creation of new content, such as images, text, video, code or audio based on patterns and structures learned from large amounts of existing data, and in response to user provided prompts.
- 3.2. The University recognises AI underpins many core digital resources such as search engines or assistive technologies. This policy focusses upon the role of Generative AI as defined above.

4. University expectations on AI in learning, teaching and assessment

- 4.1 The University believes that a balanced approach to the use of AI in learning, teaching and assessment is essential. It does not seek to outright forbid its use, rather provide a supportive and common-sense approach to outlining safe and responsible use.
- 4.2 AI can be both transformative and disruptive and both staff and students must consider this in their engagement with AI. Typical uses of AI include (but are not limited to):
 - Collating and summarising information from a wide range of internet sources;
 - Assisting with drafting ideas, planning or structuring assessments;
 - Creating quizzes and flashcards for the purposes of study or revision;
 - Helping to improve spelling, punctuation, grammar and writing skills;
 - Performing calculations, creating and optimising code;
 - Performing/assisting with data analysis, within the principles of ethics and data protection set out in this policy;
 - Providing case studies for consideration and critique
- 4.3 However, Generative AI tools cannot yet be trusted to be factually accurate or up to date. Such tools lack understanding or insight, cannot critically reflect on content or consider the

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wider context and can raise ethical or equalities concerns depending on the data that they have been trained upon.

- 4.4 An overreliance on AI can negatively impact a student's learning as this can reduce engagement with the criticality and reflection that is essential for meaningful learning. Students who rely on AI will not develop their own critical thinking, evaluation or wider academic and professional skills which are essential parts of university education and future employability.
- 4.5 Programmes at the University of Leicester will have due regard to the benefits and risks of AI within the framework presented by this policy, the University's Senate Regulations regarding Academic Misconduct, and the specific disciplinary requirements of each subject area, including any set by Professional Bodies.

5 Principles of the Policy on AI in Learning, Teaching and Assessment

- 5.1 Students at the University of Leicester can expect to be taught and assessed by trained, human experts in their chosen academic discipline rather than AI tools. Under the following policy AI may have a role in generating marks and feedback, however the marks and feedback for each student will be reviewed by the relevant expert member of staff.
- 5.2 Staff and students will receive the support that they need to be confident in the ethical, responsible and effective use of AI in learning, teaching and assessment.
- 5.3 There should be clear expectations set for students and effective communication as to whether Generative AI can or cannot be used for individual assessments. Where it is allowed, clear guidance should be in place on how it should be used.
- 5.4 The University will ensure that academic rigour and standards are upheld throughout the assessment and feedback process.
- 5.5 The University will work with relevant Professional, Statutory and Regulatory Bodies (PSRBs) to ensure that their requirements with respect to the use of AI in learning, teaching and assessments are met.
- 5.6 The opportunities and challenges presented by AI will vary between disciplines and academic staff should be empowered to design and amend learning resources appropriately within the overall framework of this policy.
- 5.7 Academic integrity is at the heart of higher education. The use of AI does not equate automatically with academic misconduct. Assessments will clearly articulate where the use of AI is or is not permitted. Use of AI where not permitted will be considered a breach of academic integrity and sanctions under Senate Regulation 11 may be applied.
- 5.8 Where academic misconduct is proven this may indicate a student in need of additional support, and Schools should be ready to signpost to relevant support services.
- 5.9 Generative AI has an increasingly important role in research and industry. The University will ensure that its students are cognisant of the use of such tools through evolving curricula and authentic assessment strategies.

6 Responsibilities

- 6.1 Heads of School are ultimately responsible for the secure operation of the assessment process within their School. Within the context of this policy, Heads of School are responsible for

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ensuring that the requirements of the policy are communicated to all members of the School and that there are appropriate processes in place for their implementation.

- 6.2 Directors of Education working with Programme Directors and other educational leadership roles as appropriate are responsible for managing the implementation of this policy for all programmes within the school. This includes:
- ensuring that all new programme design and existing programme review mechanisms take due account of the principles set out in the policy;
 - ensuring that all programmes feature dedicated AI training for students, potentially as part of induction or session(s) within an early module in a student's first year of study;
 - ensuring that the School Education Committee and other relevant governance bodies have clear oversight of the discipline specific approaches to the opportunities and challenges presented by AI;
 - ensuring that relevant staff are aware and make appropriate use of resources available to support them in working with AI in learning, teaching and assessment;
 - ensuring a coherent and consistent approach to assessment.
- 6.3 Module Convenors, with the support/oversight of the Director of Education, are responsible for reviewing learning, teaching and assessment methods on their modules to ensure that they meet the requirements set out in this policy and that they are clearly communicated to students. As set out in sections 4 and 9 module convenors and their teaching team may use Generative AI to support the process of assessment and feedback but are responsible for ensuring that any assessment elements or marks generated via Generative AI are subject to appropriate review by a member of staff. Module Convenors are responsible for ensuring that amendments to their modules through the usual process of review and curriculum planning consider the requirements of this policy.
- 6.4 Students are responsible for engaging with their programmes to learn about the appropriate and ethical use of AI within their own discipline. Students are responsible for ensuring that they observe published requirements regarding the use of Generative AI in learning and assessments and complying with any rubrics associated with individual assessments or overarching professional requirements.
- 6.5 The School Education Committee is responsible for oversight of learning, teaching and assessment methods across the programmes within the school. This includes approving the local approach to AI in learning, teaching and assessment and specifically approving where individual assessments or forms of assessment may or may not utilise AI.
- 6.6 Departmental Plagiarism Officers are responsible for investigating potential cases of inappropriate use of AI in line with the relevant assessment rubric and the processes set out in Senate Regulation 11.
- 6.7 The Student Conduct and Complaints Team is responsible for providing procedural advice and guidance to School Plagiarism Officers in implementing the requirements of Senate Regulation 11 regarding academic misconduct which incorporates the inappropriate use of AI. The Student Conduct and Complaints Team is also responsible for managing the process of student appeals against the decisions of School Plagiarism Officers.
- 6.8 Education Services is responsible for the provision of advice and guidance to academic schools to support the development and delivery of programmes to meet the aims of this policy.

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7 Ethical and legal use of AI

- 7.1 Use of Generative AI in any educational activity should take due account of ethical and data protection (GDPR) considerations:
- Fairness. any use of Generative AI must not create unfair or inequitable conditions for users and participants.
 - Transparency: the use of Generative AI must be clearly stated in all learning, teaching or assessment activities where it is employed.
 - Accountability: any staff or students who use Generative AI must act professionally and be responsible for its ethical use.
 - Privacy: staff and students must not use Generative AI for any purpose that would result in personal data being collected, stored, accessed, and shared without the explicit consent of the people whose data is being processed.
- 7.2 Staff are not permitted to upload student assessment to AI tools without explicit written University approval. Where approval is given, student work may only be uploaded , to University approved AI tools.
- 7.3 Students may upload their own work to AI tools for the purposes of feedback. Care must be taken to ensure that students only upload their own work and observe the requirements set out in 7.1 above in relation to any data involving others.
- 7.4 Staff or students will not use AI detection tools, other than those that are approved by the University, to check for AI generated content. Where detection tools are exceptionally used, this will be communicated to students.

8 Learning and Teaching

- 8.1 All programmes should introduce students to the various opportunities and issues associated with the role of AI in higher education (and research) at an early stage. This should include at the point of induction and, for programmes with multiple levels, this message should be re-iterated through re-induction/welcome-back events.
- 8.2 Initial induction processes should, as a minimum, include:
- general expectations about the use of AI in assessment, including where and how students are told whether AI is allowed/prohibited for specific assessment types;
 - the support available in other areas of the University to avoid academic misconduct, such as the Centre for Academic Achievement;
 - the potential sanctions available under Senate Regulation 11 where a student is found to have breached regulations about academic integrity.
- 8.3 All programmes are already required to include academic integrity training within a module in the first semester of study. This training should include specific reference to AI, and should expand upon the information provided at induction by addressing:
- Acknowledgement of ideas and the importance of evidence-based statements;
 - Ethical considerations, within the context of the discipline
 - Any legal and copyright implications which may be relevant within the context of the discipline

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- 8.4 Re-induction/welcome-back processes should clearly remind students of the University's policy on AI and should also consider any additional content appropriate to the level of study. This could include addressing any new forms of assessment that students may encounter in the next year or any new ways in which students may be required to engage with AI in their learning.
- 8.5 Student handbooks will include information for students on all the above considerations.
- 8.6 The Centre for Academic Achievement offers support to students seeking to develop their skills and learn more about the appropriate use of AI.

9 Assessment

- 9.1 Generative AI can be an important tool to support the process of assessment. Schools will make clear to students what, if any, role AI can play for each assessment it conducts.
- 9.2 The University will provide written advice and guidance to staff for the purpose of designing assessments. Staff will also have access to training workshops offered at University level. Where required, School level training and support can be provided by Education Services.
- 9.3 When designing assessments teaching staff should consider the following principles:
- The ultimate responsibility for ensuring the academic standards and reliability of the assessment rests with the academic staff of the University
 - Generative AI can be useful to assist development of assessment tools, but the final assessment that is set to students must be reviewed and validated by appropriate academic staff.
 - All assessments must fall into one of the three categories set out below, and the category clearly published to students.
 - All assessments must be designed in line with the University's Assessment Strategy.
- 9.4 The University has identified three broad categories of assessment for the purposes of determining whether students may use Generative AI in the process of completing the assessment. Students will be informed which assessments fall into which categories.

Generative AI may not be used

- 9.5 Some assessments require students to demonstrate foundational knowledge, develop independent critical thinking skills or demonstrate an understanding of the core theoretical underpinnings, academic or professional skills necessary to study the programme and succeed in their later studies. These may relate to core theory and skills but may also include the ability to independently understand, articulate and critique the role of AI within their discipline. When assessing such knowledge and skills, it is essential that students can demonstrate their independent mastery of such foundations, and in such cases use of Generative AI will not be permitted within assessments.

Generative AI may be used in the development of an assessment submission

- 9.6 Many forms of assessment test a student's ability to critically reflect upon information, or to apply theory or knowledge to a range of situations.
- 9.7 In such formats Generative AI can support the process of assessment as a tool for students to undertake broad information gathering within a subject area, to identify ideas and approaches to a task or to support improvement of grammar or expression. In such assessments

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Generative AI is used as a tool to support the development and research phase of the assessment process but not the final submission. Students may use the outputs within their work, providing citation is given, but must recognise the limitations of AI generated content and therefore use the skills developed through higher education to engage with the full learning outcomes of the assessment in question.

- 9.8 Staff must set clear expectations and guidance for students in terms of the acceptable contribution that Generative AI can have, and the balance of this contribution against that of the student's creative contribution.
- 9.9 Any use of Generative AI must be cited within the referencing for the assessment in question. For such assignments, a form of referencing developed into an integrity or declaration sheet that shows the assessor what a student has brought to the assignment and what AI has done will be required.
- 9.10 Not only would the direct use of Generative AI content without appropriate reference/citation represent a potential breach of University regulations, but it would also be unlikely to achieve high marks on the basis that assessments are designed to test higher critical, evaluative skills which AI generated content cannot demonstrate.

Generative AI is a required component of an assessment

- 9.11 Some assessments may be designed to test students' competence of completing an authentic assessment where AI is used to generate the submission. In such assignments, students would be assessed on the prompts issued to the generative AI tool and subsequent critique of the produced material as to its accuracy and/or suitability against the set brief.
- 9.12 To support students to become knowledgeable, effective and ethical users of AI there should be at least one assessment on every programme where students are required to critically engage with Generative AI to generate content as part of a submission. Where possible, this should be early in the programme.

Communication with Students

- 9.13 Clear communication with students is critical to developing their assessment literacy regarding the role of Generative AI. In addition to the induction processes set out in section 8 above, Schools should ensure that students are provided with clear information on the role of AI regarding individual assessments. This could be set out in different ways as appropriate for the discipline in question but could include one or more of the following:
- in the relevant module descriptor or site on Blackboard;
 - in a document setting out the role of AI by assessment type (for example all open book exams within the programme, level or school);
 - in a published assessment map for students;
 - in individual or collective assessment rubrics;
 - at the top of the assessment brief/problem set and/or as a part of the assessment's instructions.

Marking and Feedback

- 9.14 The marking and moderation process for all assessments will ultimately be owned by the appropriate module convenor, who is responsible for the academic standard of assessment, marking and feedback on the module. Approved University AI tools may be used to support

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the marking and feedback process but all AI supported marking and feedback will be subject to review and confirmation by appropriate members of staff. Assessments where marking can be automated without the active application of academic judgement are excluded from this rule.

- 9.15 Approved University Generative AI tools may be used to inform the development of an assessment rubric but academic staff will not use AI to fully create these rubrics. Published assessment rubrics, and the feedback they generate, must be instructor-led.
- 9.16 Staff are responsible for ensuring that feedback generated by any approved University tool is reviewed to ensure that it is accurate and appropriate in content and tone.
- 9.17 Students may elect to use AI to provide developmental feedback on their work in the drafting stage, but it must be noted that this can only ever be advisory and is not a substitute for formal academic feedback. Feedback obtained locally via AI that differs from that received from staff will not be accepted as grounds for appeal, and challenges to academic judgement arising from AI feedback will not be accepted, in line with Senate Regulation 10.

10 Academic Integrity and Student Conduct

- 10.1 Failure by any student registered on a University of Leicester programme or module to abide by the requirements of this policy may represent a breach of the University's regulations and Student Code of Conduct and may be considered under student conduct processes set out in Senate Regulation 11.
- 10.2 Guidance will be provided to individual markers for how to identify potential AI use.
- 10.3 In line with the processes set out in Senate Regulation 11, students may be required to attend a meeting with the School Plagiarism Officer with regard to any submitted assessment in which inappropriate use of AI is suspected. The purpose of such a meeting is to explore the process via which the student completed the assessment. Academic vivas are not currently approved within University Regulations as a means of investigating potential academic misconduct.
- 10.4 Unless it has been clearly articulated as appropriate for that assignment, text, figures, graphs or charts, images or other media generated by AI should not be submitted as a student's own work. A student will be in breach of Senate Regulation 11 where they submit AI generated content for either:
 - an assessment where use of AI is prohibited, or
 - an assessment where AI is permitted but has not been correctly cited
- 10.5 In addition to a potential breach of Senate Regulation 11, inappropriate, unsanctioned or un-attributed use of AI by a student in an assessment may represent an issue under fitness to practise regulations in certain disciplines such as medicine, other healthcare related disciplines or teaching. Where this is the case students may also be subject to processes under the relevant fitness to practice regulations for the discipline in question.