

# GENERATIVE ARTIFICIAL INTELLIGENCE (AI) POLICY FOR LEARNING AND TEACHING

## Purpose

1. The Generative Artificial Intelligence (AI) Policy for Learning and Teaching is intended to balance the use of AI tools with good judgement and provide support to staff and students in using these tools sensibly and ethically.
2. Generative AI should be embedded in curricula and assessment in ways which enhance and deepen key student skills such as critical analysis and evaluation and play a role in increasing the AI literacy of the University community.
3. The University of Suffolk is committed to transparency and openness in how Generative AI and related tools are used across the institution.
4. The Policy allows for differential use across the University according to discipline but must align with institutional policy and guidance and be clearly and consistently communicated to students.
5. The Policy should be read in conjunction with the University's [Academic Misconduct Policy](#) and the [Learning, Teaching and Assessment Framework](#) along with the University's AI Traffic Light System Guidance.

## Definitions

6. Generative Artificial Intelligence (AI): This is defined as any type of artificial intelligence system that identifies patterns and structures in data/information/material and generates content, including but not limited to: audio, code, images, text, simulations, and videos in response to instructions ('prompts') that resembles human-created content. Generative AI tools can be trained on large language models (LLMs). These models are the algorithmic basis for generative AI tools.
7. Machine learning: This is common in software such as spelling and grammar checking, but is becoming further integrated into more commonly used software tools.

## Pedagogy and AI

8. At the University of Suffolk, effort and curiosity is emphasised as the way to grow intellectually. Whilst digital tools and AI can be useful in many contexts, users should be aware that generated content can contain incomplete, inaccurate, misleading and/or biased information

depending on the completeness, accuracy, truthfulness and/or unbiased information the model draws from. It is important that students develop skills in using digital tools and Generative AI tools effectively to support their studies, including an awareness of their strengths and limitations and learn how to challenge (interpret) and critically reflect on the outputs. These should also be considered skills students will need in the workplace and should be included in learning outcomes.

### **Institutional practice**

9. The use of Generative AI in Learning and Teaching may be different across the University by subject area and disciplines. Course design, development and regular review and evaluation should be used as structured opportunities to consider the implications of Generative AI for curriculum content, learning activities and assessment practices.

10. Students on placement and work-based projects or equivalent should check the policy and approach to the use of AI tools of the placement provider or employer and ensure that their behaviour and practice whilst in the workplace also aligns with that policy.

11. Expectations for the appropriate use of Generative AI within a discipline must be clearly defined, consistently applied, and communicated to students by academic staff, including explicitly within assessment briefs. To ensure clarity and consistency, academic staff are required to:

- a) **Establish and maintain a shared understanding within teaching teams** regarding permitted, encouraged, restricted, or prohibited uses of Generative AI for each module or course.
- b) **Review curriculum content** regularly to identify where Generative AI may have pedagogical value (e.g. as a learning support tool, for simulation or scenario-based planning) and where its use may undermine core learning outcomes.
- c) **Identify and manage discipline-specific risks**, including the potential for Generative AI to shortcut the development of foundational knowledge or skills, compromise academic integrity, or provide inaccurate, misleading or unsafe outputs, particularly in professional or practice-based contexts.
- d) **Embed clear discipline-appropriate guidance** within course and module materials on when and how students may use Generative AI tools, and when such use is restricted or prohibited, including expectations for transparency and acknowledgement.
- e) **Embed instruction on responsible AI use** in the curriculum where appropriate, ensuring students develop skills in critical evaluation of AI-generated output, and an understanding of ethical and professional obligations.

- f) **Use consistent and standard terminology** (as provided in institutional guidance) to minimise confusion.
- g) **Review and adapt assessment design on an ongoing basis** to ensure assessments remain authentic, robust, and aligned with intended learning outcomes in the context of evolving Generative AI capabilities.
- h) **Monitor and respond to student use of Generative AI** within learning activities and assessments, taking appropriate action where misuse, misunderstanding, or academic integrity concerns are identified, in accordance with University Academic Misconduct procedures.
- i) **Engage in continuing professional development** (CPD) related to AI literacy, including the capabilities and limitations of AI tools and their pedagogical or ethical, and disciplinary implications.
- j) **Model responsible and transparent use of Generative AI** in teaching materials and interactions with students, including clear disclosure when AI-generated output is used in lectures or learning resources.

12. Where specific disciplinary practices or concerns necessitate approaches that differ from the University's overarching commitment to increasing AI literacy and promoting responsible use of Generative AI for learning and skills development, these should be discussed with the Pro Vice-Chancellor Education and Student Experience, or equivalent at partner institutions, and, where appropriate, approved through the governance structure.

### **Use of Generative AI in research activities**

13. The use of Generative AI in research activities, including postgraduate research programmes and undergraduate research projects, must align with the University's commitment to research integrity and ethical practice. Researchers should:

- a) **Be transparent about their use of AI tools**, clearly documenting where such tools have contributed to data analysis, literature review, writing, or other aspects of the research process. AI-generated content must not be presented as original work.
- b) **Critically evaluate all AI outputs** for accuracy, bias, and relevance, recognising that these tools can produce misleading or fabricated information, including false citations.
- c) **Comply with internal and external requirements**, including funder requirements, journal submission guidelines, and the University's Research and Knowledge Exchange Ethics Governance Framework.

14. Personal, sensitive, or confidential research data should not be entered into AI tools unless appropriate data protection safeguards are in place. Further guidance is available through the

Research and Knowledge Exchange team and Data Governance team. The Information Commissioner's Office (ICO) also provides guidance on Artificial Intelligence (AI) and data protection: [Artificial intelligence | ICO](#).

15. The use of Generative AI tools to give the impression that a student has learned more than they have is academic misconduct. Using Generative AI to create or substantially edit work submitted for assessment, without explicit permission and without acknowledging its contribution, constitutes academic misconduct.

### **Technology and AI tools**

16. A centrally supported or fully licensed Generative AI solution, outside of dedicated licenses for select roles and accessibility support, is not provided by the University.

17. Users must continue to follow all University policies on information classification, data handling, and confidentiality when using a Generative AI system that operates securely within the University's environment, ensuring no sensitive or restricted information is entered into the service.

18. No personal data, confidential research materials, unpublished data, or sensitive/commercial University information may be uploaded into any external AI system unless explicitly approved and compliant with data protection and ethics requirements.

19. Emerging technologies, opportunities and challenges in this field will be surfaced and interrogated as required.

### **AI and assistive technologies**

20. The University or the Disabled Students' Allowances (DSA) process may identify assistive technologies as part of a reasonable adjustment agreement or package of support for students with disabilities. Many assistive technologies use AI tools and, more recently, incorporate Generative AI writing tools. Whilst the use of assistive technologies is not prohibited, users **must** comply with this policy and the 'AI Traffic Light System' and other University guidance, to ensure that academic misconduct does not occur.

### **AI detection tools/software**

21. AI detection tools are unreliable and should *not* be used as the basis for academic misconduct allegations.

### **Acknowledging and referencing use of AI tools**

22. Where AI tools, including AI language models are used, for assistance with writing, research or analysis, this must be acknowledged and properly referenced. This is important to maintain academic integrity.

23. Students will be required to complete an AI use declaration for all assessments. Failure to accurately declare use may constitute academic misconduct.

24. Students must follow institutional guidance for acknowledgement, attribution and referencing; and what constitutes inappropriate or unacceptable use.

### **Support, training and professional development for staff**

25. Support will be given to staff through asynchronous materials, in-person training sessions and opportunities for discussion.

### **Support and training for students**

26. Support will be provided to students through mandatory training accompanied by guidance including the 'AI traffic light system'. Any discipline-specific information or guidance should be clarified as needed to students.

### **Sustainability**

27. Staff and students should always consider the sustainability of their teaching and learning in line with the University of Suffolk [Sustainability Policy](#). Globally there are both positive and negative impacts of AI on sustainability development goals. When using Generative AI, staff and students should minimise unnecessary prompts, avoid repeated high-volume generation, and use institution-provided platforms where possible to reduce environmental impact.