HSU HEALTH SCIENCES UNIVERSITY

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Category: Learning & Teaching (inc. Assessment Design)

# Generative Artificial Intelligence in Learning, Teaching, and Assessment Policy

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### 1. Scope and Purpose

1.1 Health Sciences University (HSU) recognises that generative artificial intelligence (GenAI) has the potential to enhance learning, teaching and assessment, to prepare students for professional practice in an increasingly AI-enabled world, and to support staff in the design and delivery of high-quality education. HSU is equally committed to ensuring that GenAI is used safely, ethically, transparently, and in ways that uphold academic integrity, protect personal and sensitive data, and meet the requirements of our regulators and of the professions for which our students are being prepared.

1.2 This policy sets out the rules, expectations and responsibilities that govern the use of GenAI in learning, teaching and assessment (LTA) activities at HSU. Operational guidance, training materials, available institutional AI tools, and acknowledgement templates which support the application of this policy are maintained separately by the Technology-Enhanced Learning (TEL) team and published through the HSU SharePoint LT hub.

1.3 This policy applies to:

- all HSU staff academic, professional services, and individuals acting on behalf of HSU engaged in the design, delivery, assessment, moderation, supervision or support of learning, teaching and assessment;
- all current HSU students enrolled on taught undergraduate and postgraduate awards, including apprentices and learners enrolled through Educational Delivery Partnerships, unless separate arrangements have been agreed and defined within the relevant policy or contract;
- graduate teaching assistants, teaching fellows, visiting lecturers, external examiners, and any other individuals contributing to the learning, teaching and assessment of HSU awards.

1.4 This policy does not cover:

- the use of GenAI in research activity, which is governed by the Research Ethics Policy, and Research Integrity and Misconduct Policy;
- the use of GenAI in institutional operations, administration and general staff productivity outside LTA, which is governed by the wider HSU Artificial Intelligence Policy;
- the use of GenAI in clinical practice on placement, which is governed by the policies of the placement provider and the relevant professional, statutory or regulatory body (PSRB);
- AI features embedded within licensed software (for example, spelling and grammar checking, accessibility tools, reference management assistants) where these do not generate substantive new content.

Where a use of GenAI crosses these boundaries for example, GenAI used to prepare teaching materials which also form the basis of a research output, or GenAI used within a work-based learning project involving real patient data the stricter of the applicable policies applies.

1.5 This policy forms part of the Governance Framework and the wider HSU LTA policy. It must be read alongside, and does not override, relevant policies and frameworks. including:

- *Course Design Framework and its sub-policies, including the Curriculum Design Policy and Procedure;*
- *Marking and Moderation Policy and Procedure;*
- *Academic Integrity and Academic Misconduct Policy and Procedure;*
- *Student Fitness to Practice Policy and Procedure;*
- *Student Disciplinary Policy and Procedure;*
- *Staff Disciplinary Policy and Procedure and Capability Policy and Procedure;*
- *Code of Conduct for HSU Staff;*
- *Data Protection Policy and Data Sharing Policy;*
- *Disability Policy and the University's reasonable adjustments processes;*
- *Staff Development Policy.*

Where this policy imposes stricter requirements than a related policy in its application to GenAI, this policy applies. Where this policy is silent, the related policy applies in full.

## 2. Regulatory Context

2.1 This policy supports HSU's compliance with the following regulatory and statutory frameworks:

- **Office for Students Conditions of Registration,** in particular condition B1 (high-quality academic experience, including that courses are up to date and require students to develop relevant skills) and condition B4 (effective assessment, including that each assessment is valid and reliable, that academic regulations ensure relevant awards are credible, and that awards remain credible at the point of being granted and when compared to those granted previously);
- **QAA UK Quality Code for Higher Education,** in particular the expectations and indicators relating to Assessment, Learning and Teaching, and Academic Integrity.
- **QAA Academic Integrity Charter for UK Higher Education,** to which HSU is a signatory, and which underpins the Academic Integrity and Academic Misconduct Policy and Procedure;
- **UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018,** including the principles of lawfulness, fairness, transparency, purpose limitation, data minimisation, accuracy, storage limitation, integrity and confidentiality, and accountability.
- **Information Commissioner's Office (ICO) guidance on AI and data protection,** including guidance on explaining decisions made with AI;
- **Equality Act 2010,** including the duty to make reasonable adjustments and to eliminate discrimination, and the broader public sector equality duty;
- **Copyright, Designs and Patents Act 1988** and associated intellectual property law;
- **Professional, Statutory or Regulatory Body (PSRB) requirements** applicable to HSU's regulated courses and to individual students' routes to professional registration;
- **Apprenticeship Accountability Framework and ESFA funding rules** where applicable to HSU's apprenticeship provision;

2.2 Where this policy, or decisions made under it, interact with the wider HSU regulatory compliance framework, they do so in concert with — and do not supersede — the requirements set out in the policies listed in 1.5.

2.3 The regulatory landscape for artificial intelligence is developing rapidly. HSU will monitor changes in relevant law, regulator expectations and PSRB guidance, and will update this policy and its supporting guidance accordingly, under the review arrangements set out in Section 4.

## 3. Key Responsibilities

3.1 The responsibilities set out below describe the accountability of each named role for the implementation, oversight and operation of this policy. Further operational responsibilities may be set out in the supporting guidance maintained by the TEL team.

- **Academic Board** is responsible for approving this policy and any subsequent material amendments.
- **Education Committee** is responsible for providing oversight of the operation and effectiveness of this policy, for commissioning reviews, and for considering the policy's relationship with the wider learning, teaching and assessment framework.
- **Academic Standards and Quality Committee (ASQC)** is responsible for considering the effectiveness of this policy in maintaining academic standards and the integrity of HSU awards, and for recommending policy amendments to Academic Board.
- **Academic Registrar** is responsible for the relationship between this policy and the policies governing academic misconduct, fitness to practice, and student discipline, and for ensuring that breaches of this policy are considered under the appropriate established procedure.
- **Director of Education and Student Experience** is the owner of this policy. They are responsible for the development, review, updating and operation of the policy, for oversight of the supporting guidance published through the TEL team, for reporting on the policy's application to Education Committee and ASQC, and for leading the policy review cycle .
- **The TEL team** is responsible for the operational delivery of the policy, including identification of institutionally supported tools and the associated guidance,, coordination of AI literacy training and guidance for staff and students, and publication of supporting materials on the HSU SharePoint LT hub.
- **Heads of School/Centre** are responsible for the application of this policy across their academic provision, for ensuring that course teams in their area comply with its requirements, and for escalating matters that cannot be resolved at course level.
- **Course Leads** are responsible for the application of this policy across the courses they lead, for ensuring that course, unit and assessment design reflects its requirements and the expectations of any relevant PSRB, and for ensuring that course-level communication to students on GenAI use is clear, consistent and up to date.
- **Unit Leads** are responsible for ensuring that the design, delivery and assessment of their units comply with this policy, that permitted GenAI use is specified and communicated for every unit, and that students receive appropriate support to develop the AI literacy needed for their unit.
- **All staff engaged in learning, teaching and assessment,** including graduate teaching assistants, teaching fellows, visiting lecturers and external examiners, are responsible for complying with this policy in their own use of GenAI and for supporting students' compliance with it.
- **Students, apprentices and Educational Partnership learners** are responsible for complying with this policy, for following the permitted GenAI use specified for a unit and/or its assessments, for making honest acknowledgements of their GenAI use where required, and for engaging with the AI literacy support made available to them.
- **Students' Union** supports and represents students in the operation of this policy, including in matters that proceed under the Academic Integrity and Academic Misconduct, Fitness to Practice or Student Disciplinary policies, and contributes to the ongoing development and review of this policy.
- **Data Protection Officer** consulted on any material change to this policy that has implications for the processing of personal data.

## 4. Policy Principles

4.1 The use of generative artificial intelligence (GenAI) in learning, teaching and assessment at HSU is governed by six foundational principles and a statement of institutional commitment. The

principles that apply to all members of the HSU community are set out first, followed by the reciprocal commitments that HSU makes to staff and students in support of these principles.

4.2 ***Human in the loop.*** A named, identifiable human being is accountable for every decision, output, communication, assessment judgement and learning resource that is informed by GenAI. GenAI is used to augment, not to replace, human judgement, expertise and care. In particular:

i. GenAI must not be used as the sole basis for any decision affecting a student, staff member, applicant or patient, including but not limited to admissions, academic judgements, progression decisions, fitness to practice determinations, academic misconduct findings, and disciplinary matters;

ii. summative marks, grades, classifications and final feedback must be signed off by a suitably qualified human marker, and GenAI must not be used as the sole means of marking summative work;

iii. staff remain professionally and academically accountable for teaching, learning and assessment materials they release under their name, regardless of any GenAI assistance used in their development;

iv. students remain academically responsible for any work they submit, regardless of any GenAI assistance used in its development.

4.3 ***Institutional data into institutional tools.*** Student data, staff data, patient data, placement-provider data, and any personal, non-public, or identifiable third-party data must only be processed through GenAI tools provided or formally supported by HSUand only for purposes consistent with the lawful basis on which that data was collected. In particular:

i. The institutionally supported tools are identified in the guidance maintained by the TEL team.;

ii. patient data, clinical records, identifiable case material, placement-provider documentation, and any information subject to a confidentiality agreement must never be entered into any GenAI tool that is not provided or supported by HSU;

iii. free-to-access or paid consumer GenAI tools must not be used for any activity involving HSU, student, staff or third-party data unless the tool is provided or supported by HSU;

iv. use of GenAI must comply in full with the HSU Data Protection Policy, the HSU Data Sharing Policy, and applicable data protection law, including UK GDPR and the Data Protection Act 2018.

v. where patient, clinical or placement material is required for a learning or assessment activity, it must only be entered into a GenAI tool provided or supported by HSU, and only with the authorisation of the data owner and the relevant placement provider or clinical supervisor and must be processed in accordance with the Data Protection Policy and any applicable placement-provider agreement.

4.4 ***Individual responsibility for output.*** Accountability for the accuracy, appropriateness, originality and consequences of any GenAI-assisted output rests with the individual who uses the output, and is not transferred to the tool, its provider, or HSU. Users are expected to:

i. critically evaluate GenAI outputs for factual accuracy, bias, hallucination, and relevance before acting on them or incorporating them into their work;

ii. verify any citations, references, data, quotations or claims generated by a GenAI tool against authoritative primary sources;

iii. take reasonable steps — such as reviewing outputs for unattributed source material, checking quoted text against original sources, and avoiding the use of GenAI to generate content in the style of an identified individual or copyrighted work — to avoid, where reasonably practicable, using GenAI-assisted outputs that infringe copyright, intellectual property rights, or the privacy rights of others;

iv. accept that statements such as “the AI produced this” do not discharge the individual’s responsibility for the content of their work.

4.5 ***Transparency and Openness.*** GenAI is used openly and honestly in learning, teaching, and assessment. In particular:

i. academic teams must specify, for every unit, the level of permitted GenAI use, using evidence-informed methods, communicating this clearly to students within unit documentation, assessment briefs, and the LMS;

ii. where a student's use of GenAI falls within the permitted level published for a unit and/or its assessments, no declaration of that use is required.

iii. students who wish to use GenAI at a level above the permitted use published for a unit and/or its assessments must discuss this with their Unit Lead or Course Lead prior to doing so and obtain their agreement. Where such agreement is given, the student must acknowledge the agreed GenAI use within their submission.

iv. staff should acknowledge material use of GenAI in teaching, learning or assessment activities where such acknowledgement supports transparency, modelling, or academic integrity;

v. concealment, misrepresentation, or false acknowledgement of GenAI use is a breach of this policy. A suspected breach by a student will be considered under the Academic Integrity and Academic Misconduct Policy and Procedure, the Student Disciplinary Policy and Procedure, or the Student Fitness to Practice Policy and Procedure, whichever is applicable in the circumstances; more than one of these procedures may apply concurrently;

vi. a suspected breach by a staff member will be considered under the Staff Disciplinary Policy and Procedure or the Capability Policy and Procedure, whichever is applicable in the circumstances, and having regard to the Code of Conduct for HSU Staff.

4.6 ***Equity, inclusion and AI literacy.*** HSU is committed to ensuring that GenAI enables, rather than entrenches, opportunity. In particular:

i. assessment design must consider the implications of GenAI-use requirements or restrictions for students with disabilities, students with reasonable adjustments, and students for whom English is an additional language;

ii. HSU will not require students to personally purchase or subscribe to premium GenAI tools in order to complete learning, teaching, or assessment activities.

iii. GenAI-detection software must not be used as the sole or primary basis for a finding of academic misconduct, given the recognised rate of false positives, particularly for students who are non-native speakers of English;

iv. AI literacy will be supported by HSU and is expected of all staff and students as a core academic and professional skill.

4.7 ***Alignment with professional standards.*** For students and staff engaged in courses leading to professional registration, GenAI use must be consistent with the standards, codes of conduct and guidance of the relevant Professional, Statutory or Regulatory Body (PSRB). In particular:

i. where a PSRB has issued guidance, standards or restrictions on GenAI use by students, trainees or registrants, compliance with that guidance is required;

ii. students on regulated courses should be aware that GenAI misuse may have implications under the Student Fitness to Practice Policy and Procedure in addition to, or in place of, academic misconduct consequences;

iii. course leads on regulated courses are responsible for identifying, communicating and regularly reviewing the relevant PSRB expectations on GenAI use, and for ensuring these are reflected in course, unit and assessment design.

4.8 **In support of the principles set out above, HSU commits to:**

i. providing licensed, institutionally managed GenAI tool(s) that are fit for learning, teaching and assessment use and are accessible to all staff and students at no additional personal cost;

ii. providing GenAI literacy training, guidance and support for staff and students through a course coordinated by the TEL team, published on the HSU SharePoint LT hub;

iii. identifying and supporting GenAI tools that are fit for learning, teaching and assessment use, with the evaluation process set out in guidance for learning, teaching and assessment use;

iv. reviewing this policy and the tools and guidance that support it at least annually in the first two years following implementation, and at least every two years thereafter

v. engaging with the HSU Students' Union, staff representatives, and relevant external bodies in the ongoing development and evaluation of its approach to GenAI in learning, teaching and assessment.

4.9

| Term | Definition |
|---|---|
| AI literacy | The knowledge, skills and critical judgement needed to use GenAI tools effectively, responsibly and ethically in a given context, including awareness of their capabilities, limitations, risks and appropriate uses. |
| Approved tool register | The list of GenAI tools approved by HSU for use in learning, teaching and assessment, maintained by the TEL team and published on the HSU SharePoint LT hub. |
| Educational Partnership learners | Students enrolled on HSU awards delivered under an approved Educational Partnership arrangement. |
| Free-to-access GenAI tools | GenAI tools available to individual users without institutional licensing, including services accessed via a personal account, web interface or free tier. |
| Generative artificial intelligence (GenAI) | Artificial intelligence systems capable of generating substantive new content — including text, images, audio, video, code, transcripts, summaries, translations or other media — in response to user prompts or user-provided input, including large language models, automated transcription and summarisation tools, and other generative systems, whether accessed as standalone tools or embedded within other software. This definition does not include tools whose function is limited to spelling correction, grammar correction, or other surface-level editing of user-written content. |
| LMS | The Learning Management System or systems adopted by HSU for the delivery, support and management of learning, teaching and assessment activities. |
| Placement-provider data | Data owned, controlled or shared by an organisation hosting an HSU student or staff member on placement or in a work-based learning context, including clinical, educational and other professional placements. |
| Professional, Statutory or Regulatory Body (PSRB) | A body with responsibility for the regulation, standards or accreditation of a profession or of courses leading to entry to that profession. |
| Protected data | For the purposes of this policy, student data, staff data, patient data, placement-provider data, and any personal, non-public or identifiable third-party data |
| Summative assessment | Assessment that contributes to a final mark, grade or classification for a unit, course or award. |
| TEL team | The Technology-Enhanced Learning team at HSU, responsible for the operational delivery of this policy. |

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| Version: | 1.0 |
| Approved by: | Academic Board |
| Originator/Author | Patrick Gauthier |
| Policy Owner | Director of Education and Student Experience |
| Reference/ source | OfS Conditions of Registration (B1, B4); QAA UK Quality Code and Academic Integrity Charter; UK GDPR and Data Protection Act 2018; ICO guidance on AI and data protection; Equality Act 2010; relevant PSRB guidance; Russell Group principles on the use of generative AI tools in education; Jisc and QAA guidance on AI in education. |
| Date approved | 17 August 2026 |
| Effective from | 1 September 2026 |
| Review date | Annual for the first two academic years following implementation; biennial thereafter. |
| Target | All staff; external staff (EEs, EPMs, Partners); all students and apprentices enrolled on courses leading to University awards. |
| Policy location | Public website; Internal. |
| Equality analysis | This policy is intended to widen and equalise access to GenAI by providing an institutionally-licensed tool at no personal cost and AI literacy support for all. Assessment design under this policy must consider the implications for students with disabilities, students with reasonable adjustments, and students for whom English is an additional language. GenAI-detection software must not be the sole or primary basis for a misconduct finding, given recognised false-positive rates affecting non-native English speakers. Reasonable adjustments to the application of this policy can be made in accordance with the Disability Policy. Monitoring will assess any differential impact. |