



University of
St Andrews

Policy on the Use of Generative AI in Teaching and Assessment

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1. Statement

- 1.1 Generative AI (GenAI) is a type of artificial intelligence designed to create new content such as text, images, audio, video, or code by learning patterns from large volumes of training data. These systems use advanced models, including large language models (LLMs), which are a category of foundation models trained on extensive datasets from a broad range of sources. As they understand and generate human-like language, LLM-based tools can produce coherent text, answer questions, summarise documents, or generate programming code.
- 1.2 GenAI has and will continue to change the higher education landscape. GenAI technologies have the potential to both enhance and diminish teaching and learning. Significant contributions from sector organisations, including the QAA¹ and Jisc², have advanced the sector's conceptual and practical understanding of the opportunities and challenges presented by GenAI. It is vital to note that GenAI-based tools are not neutral technologies, and their use raises important questions related to academic integrity, privacy, bias, ethics, environmental sustainability, and fairness. GenAI outputs are shaped by specific training data and influenced by commercial priorities that all of us must recognise and confront.
- 1.3 The University appreciates that various forms of artificial intelligence are reshaping society and the world in which we live, but this is not without its costs, having significant impact on academic integrity, skills development, and environmental sustainability. Its pervasive application and widespread adoption in society means that it is increasingly difficult to avoid or prohibit. For universities, its use challenges traditional models of assessment and raises questions about authorship, expertise and the origin of evidence.
- 1.4 We acknowledge that GenAI can serve legitimate academic purposes in research and learning and the University does not seek to outright prohibit its use by staff or students. However, we must be cognisant of the challenges that GenAI poses, and we will continue to expect our students to learn and develop the critical capacities required to interrogate and impact the world without a reliance on AI-generated content. Critically engaged GenAI literacy is an essential contemporary skill and critical practice. Where used, it is imperative that we equip our students with the abilities required to responsibly navigate GenAI use and interrogate and correct its outputs thus imparting the essential skills required to engage with AI-generated content in a critical manner.

¹ <https://www.qaa.ac.uk/sector-resources/generative-artificial-intelligence>

² <https://nationalcentreforai.jiscinvolve.org/wp/>

2. Purpose

- 2.1 This policy sets out the University's key principles and requirements when considering the use of GenAI in teaching and assessment for both staff and students. It aims to provide clarity, foster consistency across Schools, and ensure that academic integrity is maintained. The University is committed to upholding academic integrity, including the prevention of the misuse of GenAI, whilst acknowledging that skills in critically engaged GenAI literacy and selectively utilising GenAI as a resource are required now. It is essential that where GenAI is utilised that it is correctly acknowledged. GenAI outputs must not be used in ways that misrepresent a student's ability or hinder a student's learning. Where staff use GenAI, they must ensure that such use upholds academic integrity and supports student learning.
- 2.2 We acknowledge that it is not feasible to comprehensively monitor or prevent the use of GenAI in all circumstances covered by this policy. This limitation is not unique to the use of GenAI and reflects a broader reality within higher education, where regulations governing, for instance, assessment practices and academic integrity face similar predicaments in cases like contract cheating. The purpose of this policy is the articulation of shared expectations and the promotion of responsible conduct. It should be understood as a code of practice grounded in clearly defined standards and underpinned by a culture of trust, within appropriate limits, and reinforced by a robust academic misconduct process, encompassing both staff and students.

3. Scope / jurisdiction

- 3.1 This policy applies to all education provisions at the University. The principles contained in this policy apply to staff and students. This policy should be read in conjunction with, and refers out to, the University's [policy on Good Academic Practice](#) where relevant as it relates to academic integrity regarding the use of GenAI, including language correction tools and services where GenAI is present.

4. Key Principles & Collective Requirements

- 4.1 High-level principles:
- 4.1.1 Where GenAI is used in teaching and assessment, staff should engage students in open discussions about appropriate and permissible use.
 - 4.1.2 GenAI is a useful but fallible tool, not an authoritative source. Developing the ability to critically engage with GenAI outputs is an essential contemporary skill. Where GenAI is used in teaching and

assessment, students should be supported to consider how these systems work, what they can and cannot do and how to interpret their outputs, drawbacks and limitations.

- 4.1.3 Staff and students using GenAI should understand the ethical implications, including environmental concerns, of GenAI use and actively seek to remove and challenge inherent bias and potential stereotypes from GenAI outputs.
- 4.1.4 The University recognises that some AI applications (both analytical and generative) may have positive uses to enhance inclusive learning and facilitate reasonable adjustments for disabled students.
- 4.1.5 The University recognises that not all students have access to secure AI tools. To ensure that all students have access to secure GenAI resources the University has developed a list of approved secure AI-tools.
- 4.1.6 Where AI tools are required for learning or assessment, they must be equally accessible to all students. No assessment should require premium or paid for AI features unless full access is provided to every student. Equal access is essential to ensure fairness.
- 4.1.7 Data protection and confidentiality are of paramount importance when using AI tools.
 - a. Students and staff must not disclose/input information that is classified as **internal**, **confidential**, or **strictly confidential** by the [University Information Classification Policy](#) into tools that have not been approved for use by the University.
 - b. University data may be uploaded to University sanctioned, secure and approved AI tools.
- 4.1.8 All members of the University community, including students and staff, are held accountable for any work submitted, utilised, or disseminated under their name. Regardless of the extent to which GenAI is used, the individual remains ultimately responsible for the integrity, accuracy, and original authorship of the content. Furthermore, staff and students are responsible for ensuring that any GenAI outputs do not constitute a copyright infringement. By presenting such work, the author affirms that they are prepared to justify its inclusion. Any errors, biases, or breaches of integrity or copyright legislation remain the sole responsibility of the individual, not the tool or software.

5. Specific Rules for Staff and Students on Teaching and Assessment

- 5.1 In line with the principles above, the University sets out the following rules and requirements when using GenAI in teaching and assessment. Some rules apply to all, while others apply specifically to members of the University depending on their roles. This section is divided accordingly.
- 5.2 Rules for all
 - 5.2.1 Staff and students have a personal responsibility to think critically about the ethical implications of GenAI, including considerations of environmental impact, bias, misinformation, and data privacy.
 - 5.2.2 In line with the University's institutional policy [on the use of personal data](#) and other information with GenAI, staff and students must not upload any internal, confidential or strictly confidential information to open forms of GenAI.
 - 5.2.3 Staff and students are not permitted to use apparel that enables covert audio or video capture (such as smart glasses) in learning environments unless this has been expressly approved by the Head of School or as an approved reasonable adjustment for a disabled student.
 - 5.2.4 Students and staff should be aware that uploading ideas or materials to GenAI platforms may jeopardise potential patent rights. Uploading such information can, in some cases, be treated as a form of prior disclosure, which may affect future patentability. Individuals are therefore expected to assess these risks and make an informed decision before entering potentially patent relevant material into GenAI platforms.
 - 5.2.5 Students and staff should be aware that uploading copyrighted work to GenAI platforms without the owner's permission could constitute copyright infringement; outputs from GenAI may include copyrighted work that could also lead to copyright infringement.
- 5.3 Rules for Staff and Schools
 - 5.3.1 Staff retain academic freedom to determine the appropriate use of GenAI within their teaching and learning activities, except where a formally approved reasonable adjustment requires otherwise.
 - 5.3.2 Where staff use GenAI content in teaching materials, it must be declared appropriately.

- 5.3.3 Staff should not upload student material to GenAI when marking assessments. For staff to use a student's work with AI, a Data Protection Impact Assessment must be undertaken by the University Data Protection Officer, with the relevant School's Head of School and/or Director of Teaching. This will assess what data protection measures and permissions are required. Any instances of staff using GenAI in writing up feedback to assessments should be declared to students.
- 5.3.4 The use of GenAI in marking and feedback is permitted only when using University approved systems. Such systems may be employed to automate routine, mechanical, or administrative processes; however, they must not be used for any task requiring academic judgment. All academic evaluation must be carried out by a human marker.
- 5.3.5 Staff must explicitly inform students in every module whether the use of GenAI is permitted, restricted, or prohibited for all learning activities and assessments.
- a. Schools are responsible for producing discipline specific guidance for students on the use of GenAI in assessments, for example in School or module handbooks.
 - b. Where relevant, Schools must also engage with Professional Statutory and Regulatory Bodies (PSRBs) and research councils to ensure compliance with external requirements.
 - c. Schools may apply discretion when detailing the limits of GenAI use and providing subject-specific guidance, but they must adhere to this policy's mandatory requirements. For example, rules on data protection or restrictions on staff use of GenAI for marking must be observed.
- 5.3.6 Where GenAI is permitted in a module, the module information must clearly state the extent to which students may use GenAI tools and, where relevant, language correction software in class activities and assessment. This statement should outline expectations and limits of use.
- 5.3.7 Staff must not use external, non-university approved, AI-detection tools on a student's work. If staff suspect that a student has submitted work involving undeclared or inappropriate use of GenAI, staff must follow the procedures outlined in the University's Good Academic Practice policy.
- 5.3.8 The University's Disability Support Team, in discussion with the relevant academic Schools, will consider whether and how the use of

GenAI may be part of the reasonable adjustments required for the student. This is expected to apply only when a student specifically requests to use GenAI, rather than general software that may include additional AI-enabled features. Once that discussion has taken place, if there is an agreement that GenAI will alleviate the disability related difficulty, the student's support plan will be updated.

- a. For Information - Disabled students may use a wide range of assistive technologies, some of which include optional AI features that can be switched on or off. Certain tools may also be recommended through the external Disabled Students' Allowance (DSA) needs-assessment process, meaning Student Services may not always have full visibility of the technologies a student uses. Where a student chooses to engage with the Disability Support Team, any externally recommended software can be noted in their support plan, if requested by the student. These tools are used to support accessibility, and students may rely solely on their non-generative functions, for example, using AI-enabled captioning or note-taking tools such as Genio to obtain accurate notes. For some students, such as those who are deaf or hearing-impaired, using AI-based real-time captioning constitutes a reasonable adjustment.

5.3.9 If a student has been assessed by the Disability Support Team and requires a reasonable adjustment that involves the use of GenAI tools, then academic staff must not deny the student using such AI tools in their studies. Where a student has been granted permission to use generative AI tools in lectures attended by other students, all students in the group must be advised by the lecturer that the session is to be recorded and that their consent to this is requested. If any student does not give consent an appropriate and compliant alternative will be agreed by the academic school and Disability Support Team. Academic staff are encouraged to contact the Disability Support Team if they have any questions or would like to discuss how best to implement an adjustment in a way that supports both the student and the wider teaching context.

- a. The Disability Support Team will advise disabled students who are in contact and registered with them in advance that this is the procedure. Please also see the [Use of recording devices by students in lectures and other learning and teaching activities](#) Policy.

5.3.10 If the use of GenAI is required in any assessment, it must be designed with appropriate consideration for data privacy and the protection of intellectual property.

5.4 Rules for Students

- 5.4.1 Students must not use GenAI tools to process (including transcribing or summarising) the following materials unless expressly permitted, either i) by their lecturers or module coordinator, or ii) as a reasonable adjustment documented in a Student Support Plan:
- a. Lecture recordings made available under the [Use of Captured Content Policy](#),
 - b. Recorded materials under the [Policy on Pre-recorded materials for online programmes](#),
 - c. Recordings obtained or recorded under the [Policy on the Use of Recording Devices by Students in Lectures and Other Learning and Teaching Activities](#), and
 - d. Module materials, e.g. lecture notes, handouts.
- 5.4.2 Except as already provided for in this policy, disabled students cannot use GenAI tools as part of their reasonable adjustment package for University without first obtaining approval from the Student Services' Disability Support team.
- a. The University has a duty to provide reasonable adjustments to disabled students. If a student requires any reasonable adjustments involving the use of GenAI this must be discussed with the Disability Support Team and relevant academic school and where this is deemed to be required, its use shall be detailed in the Student Support Plan.
 - b. Students should be aware that before implementing GenAI-based support, academic staff and Student Services will work together to explore alternative reasonable adjustments that may meet the student's needs without involving GenAI. GenAI tools will only be used when these alternatives are found to be insufficient or inappropriate, and when their use can be clearly aligned with maintaining academic standards, assessment validity, and the essential skills or competencies that the module aims to develop.
- 5.4.3 Students must not use GenAI for submitted work unless they are explicitly authorised to do so and only in accordance with this policy. Misuse of GenAI will contravene the Good Academic Practice policy. If a student is unsure whether GenAI is permitted in an assessment, they should consult the assessment brief and seek clarification from the module co-ordinator, lecturer, or tutor.

- 5.4.4 Students are not permitted to use AI bots, avatars, or any form of automated technology as a substitute for their physical or active presence in class or online. Instructors may remove or disable such technologies if they appear in the classroom environment.
- 5.4.5 Where the use of GenAI is permitted for assessment (formative and summative), students are required to include an AI Usage Statement. This statement must identify the GenAI tools used and, where relevant, describe the nature and extent of their use. The following statement should be used and can be edited to represent the student's usage.

I declare that parts of this submission incorporate contributions from GenAI software and that the use of GenAI aligns with acceptable use as outlined in University policy and in the module and assignment guidance and is consistent with good academic practice. I understand that as my use falls within the scope of appropriate use as defined in the assessment guidance.

I acknowledge use of AI software to [include as appropriate]:

- Generate ideas or structure suggestions, for assistance with understanding core concepts, or other substantial foundational and significant assessment preparatory activity. [insert AI tool(s) and links and/or how used]*
- Write, rewrite, rephrase and/or paraphrase part of this assessment. [insert AI tool(s) and links and/or how used]*
- Generate some other aspect of the submitted assessment. [insert AI tool(s) and links and/or how used]*

- 5.4.6 Many tools marketed as “language-correction” or “grammar checking” software (e.g., Grammarly) now contain both traditional correction functions and GenAI features. Language-correction tools may be used only when their use complies with this Policy and the University’s Good Academic Practice (GAP) Policy. Students may use language-correction functions only, as permitted under GAP, Section 2.3. Use of GenAI features including content generation, rewriting, idea creation, or similar functions is regulated by this Policy and may be used only when explicitly permitted in assessment guidance. Misuse of GenAI or inappropriate use of language-correction tools will be treated as Plagiarism under the GAP Policy.
- 5.4.7 Students should be aware that they use GenAI at their own risk, and it is their responsibility to ensure that any AI generated content is correct, accurate, checked for potential bias and in compliance with copyright legislation.

- 5.4.8 Students should note that simply declaring the use of GenAI does not exempt them from the University's Good Academic Practice Policy. Students must ensure that their use of AI complies fully with the expectations, rules, and guidance provided by their module coordinator or supervisor. Failure to do so may still constitute academic misconduct, even if an AI usage statement is included.

The following rule applies to PGR students only

- 5.4.9 PGR students intending to use GenAI in their research must discuss and agree appropriate scope, boundaries, and application with their supervisor in writing at the start of their project or before commencing usage. This written agreement may be reviewed and updated as the project progresses. Any GenAI usage must also be highlighted during the annual review process and discussed with the review committee. Any use of GenAI must be acknowledged.
- a. If GenAI forms an integral part of the research conducted or the thesis production, a methodological statement on its use must be included in the thesis.
 - b. PGR students should agree an appropriate plan for citing or documenting any use of GenAI with their supervisor(s) before beginning their project. This plan should reflect the norms of the discipline and the nature of the work. GenAI tools may only be used in clearly defined ways that do not undermine the student's own contribution to the thesis. Undisclosed use of GenAI will be considered poor academic practice and may be investigated for academic misconduct.

6. Contacts

- 6.1 For questions about the policy, please contact Education and Student Experience or the Decanal team.

7. Version control

Version number	Purpose or changes	Document status	Author of changes, role and School or unit	Date
1.0	New policy	Approved and published	Education and Student Experience	21 July 2026

