



University of  
**Salford**  
MANCHESTER

# **Generative AI in Learning, Teaching, and Assessment Policy**

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Owner: PVC Education & Student Experience

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Document Control Information			
Revision History incl. Authorisation: (most recent first)			
Author	Summary of changes	Version	Authorised & Date
Calum Thomson & Kevin Ingham	Major changes, following implementation of GenAI Policy v1.0 in March 2025. More explicit direction, terminology, principles, and rules. Strong focus on supporting staff & student agency and developing critical digital literacies.	2.0	
Policy Management and Responsibilities:			
Owner: PVC Education & Student Experience	Oversight: Education & Student Experience Committee (ESEC). This Policy is issued by the PVC Education & Student Experience who has the authority to issue and communicate policy on such matters and has delegated day to day management and communication of the policy to the Learning & Teaching Enhancement Centre.		
Others with responsibilities (please specify):	All subjects of the policy will be responsible for engaging with and adhering to this policy.		
Author to complete formal assessment with the following advisory teams:			
Equality Analysis (E&D, HR)	1. EIA Approved - EIA2026-08		
Legal implications (Legal)	2. None		
Information Governance (Legal)	3. None		
Student facing procedures (QMO)	4. Consultation with QMO regarding Academic Misconduct implications.		
UKVI Compliance (Student Admin)	5. N/A		
Consultation:			
Staff Trades Unions via HR Students via SSU Relevant external bodies (specify)	1. None 2. Consultation with SSU has taken place. 3. None		

Review: 1 <sup>st</sup> August 2026	
Review due:	3 months review from date of approval

## Purpose

- 1 This policy sets out the University's principles, responsibilities, and governance for the ethical, pedagogically sound, and legally compliant use of Generative Artificial Intelligence (GenAI) in teaching, learning, assessment, feedback, and associated staff and student support.

## Scope

- 2 This policy applies to all staff and student use of GenAI tools in relation to teaching, learning, assessment, and feedback. The GenAI tools in-scope include but are not limited to: GenAI models (e.g. Large Language Models, Small Language Models); applications primarily powered by GenAI (e.g. Chatbots, Agentic AI); and more generalised applications which integrate specific GenAI powered features (e.g. assistive technologies, spelling and grammar enhancers, language translation tools, search engines). Functions of software applications are not always explicitly or recognisably GenAI in origin so any software application which harnesses any form of GenAI to conduct any kind of task is in-scope.

## Definitions

- 3 **Generative Artificial Intelligence (GenAI):** software applications that use the patterns identified in machine learning to produce outputs in text, image, audio, video, or other media.
- 4 **Assistive Technologies:** Technologies, products, or systems that support and assist individuals with disabilities, restricted mobility or other impairments to perform functions that might otherwise be difficult or impossible.

## Principles

- 5 For staff and students to adhere to the goals of this policy document, the following five principles apply:
- 6 **Equitable Access** - The University will ensure access to institutionally approved and procured GenAI tools for all staff and students. These will be regularly reviewed for potential approval and adoption. Participation in teaching, learning, assessment, and feedback activity will not be reliant upon the use of GenAI tools that have not been approved and / or procured by the university.
- 7 **Student-Centred** - Teaching, learning, assessment, and feedback will be designed to develop students' digital literacy, critical thinking, cultural, and ethical engagement with GenAI. Students will be supported in developing their understanding of the benefits, harms, limitations, and societal impacts of GenAI use. Where possible and appropriate to the discipline / subject area, students should be given full agency over whether they wish to practically engage with some or all of these GenAI tools, but it is assumed that theoretical and critical engagement with these tools remains a necessity.
- 8 **Authenticity** - Learning outcomes, assessment practices, and disciplinary standards will be designed to prepare students for a future in which the impact of GenAI on their life and careers is widespread. Engagement with GenAI in teaching, learning, assessment, and feedback will reflect discipline-specific practice in the workplace and wider society. Students will be exposed to the real-world applications, limitations, and implications of GenAI, including issues of sustainability, accuracy, ethics, and bias.
- 9 **Academic Integrity** - Students will be supported to understand valid and ethical uses of GenAI in teaching, learning, assessment, and feedback, including the boundaries around plagiarism, deception, and misrepresentation. The use of GenAI to intentionally mislead others or misrepresent the abilities or understanding of an individual, by staff or students, is considered academic misconduct.

- 10 **Anticipatory** - Teaching, learning, assessment, and feedback will prepare students for an unpredictable and rapidly evolving digital landscape in which GenAI may or may not play a pervasive role. The University will support the development of evidence-informed, sustainable, lifelong learning skills through engagement with GenAI and wider digital technologies.
- 11 Training will be provided to support staff in developing and adapting their teaching, learning, assessment, and feedback practices to incorporate these GenAI critical digital literacies.

## **Acceptable Usage**

- 12 Data protection and sharing of data with GenAI applications and tools is covered in the University of Salford **IT Acceptable Use Policy**.
- 13 All GenAI applications, products, tools and features for educational purposes are subject to institutional review, procurement and approval processes.
- 14 Where access to premium GenAI applications and tools is considered essential to student learning, they should be provided by the University.
- 15 Students may use institutionally approved GenAI applications and tools throughout their studies. Individual module specifications and assessment guidance documents must communicate, with justification, the way in which these tools can be used, detailing what is acceptable / unacceptable.
- 16 Staff may use institutionally approved GenAI applications and tools for teaching, learning, assessment, and feedback, but remain responsible for accuracy, accessibility, and copyright of outputs.

## **Curriculum Design**

- 17 Programmes must embed structured development of skills, knowledge, and behaviours in using GenAI appropriate to the level and discipline of study, supported by learning experiences that reflect authentic practices and are aligned with disciplinary expectations and graduate outcomes.
- 18 Programmes must scaffold critical digital literacies throughout students' levels of study, enabling students to progressively develop skills to evaluate GenAI outputs, recognise inaccuracies or biases, and make informed, discipline-specific decisions about appropriate, effective, and ethical use.
- 19 Curriculum design must integrate opportunities for students to explore authentic applications of GenAI within their discipline, recognising its potential benefits, harms, limitations, and societal impacts.
- 20 Curriculum design must promote equity, agency, accessibility, and wellbeing by ensuring that, unless a core component of their discipline, students can meet learning outcomes with or without the use of GenAI applications and tools.

## **Learning & Teaching**

- 21 Teaching staff must clearly communicate, with justification, their discipline-specific requirements for appropriate and / or inappropriate uses of GenAI within their module and assessment guidance documents.
- 22 The University will support staff and students to choose which institutionally approved GenAI applications and tools to use, promoting student agency and self-directed learning within the boundaries of academic integrity, data safety, accessibility, and the specific requirements of their programme.
- 23 Department and Programme Leaders are responsible for monitoring new capabilities and features of discipline-specific GenAI applications and tools to evaluate and communicate impact on student choice and agency in relation to their engagement with GenAI.

- 24 Students must be supported to develop skills to critically evaluate GenAI outputs by questioning assumptions, identifying inaccuracies, and applying disciplinary knowledge to develop their analytic, creative, and problem-solving skills.
- 25 Students must be supported to understand the ethical implications of the benefits, harms, limitations, and societal impacts of GenAI use, ensuring they develop lifelong critical digital literacies relevant to their discipline and future professional practice.

## **Assessment**

- 26 Assessment guidance documents and associated learning outcomes should take the default position to allow acceptable and appropriate uses of GenAI.
- 27 Assessment guidance documents and associated learning outcomes must incorporate applicable GenAI critical digital literacies for the discipline.
- 28 Where an assessment allows acceptable and appropriate uses of GenAI, students should have the choice to use or not use GenAI to meet the learning outcomes for this assessment, and to do so without detriment based on this choice.
- 29 Students use of GenAI for assessments must only be prohibited with clear justification and made explicit in the assessment guidance documents. If GenAI use is prohibited, design changes to the assessment must be implemented to mitigate any benefits or advantage afforded to GenAI use by students.
- 30 Where engagement with GenAI by students is integral, assessment guidance documents must clearly specify requirements and provide justification.
- 31 Where acknowledgement of GenAI use by students is required, assessment guidance documents must clearly specify requirements and provide justification.
- 32 If student use of GenAI contravenes the acceptable and appropriate uses of GenAI stipulated in assessment guidance documents, then this constitutes misrepresentation and is covered by the **Academic Integrity Policy and Academic Misconduct Procedure**.
- 33 Where GenAI applications and tools have been used to suggest factual information, original sources must be verified, referenced and cited. GenAI applications, tools, or outputs must not be cited as sources.

## **Marking & Feedback**

- 34 Staff may use institutionally approved GenAI applications and tools to support marking and feedback, but remain responsible for the accuracy, accessibility, and copyright of materials produced. The use of GenAI in marking and feedback must be supportive and not a substitute for academic judgement.
- 35 Where an assessment allows acceptable and appropriate uses of GenAI, staff must maintain fair and consistent marking and feedback which align to the learning outcomes, whether a student has chosen to use GenAI, or not.
- 36 Staff should be transparent regarding the use of GenAI in marking and feedback, communicating their use and extent of that use with their students.

## **Academic Integrity & Misconduct**

- 37 The use of GenAI to intentionally mislead others or misrepresent the abilities or understanding of an individual, by staff or students, is considered academic misconduct.

- 38 Staff use of GenAI must always align with academic integrity standards and assessment requirements.
- 39 Student unauthorised use of GenAI is covered by the **Academic Integrity Policy and Academic Misconduct Procedure**.
- 40 GenAI detection tools are not institutionally approved and must not be used to investigate suspected cases of academic misconduct.
- 41 Students must be supported to develop the critical digital literacies to identify when GenAI is appropriate, reliable, ethical, and valid for disciplinary tasks, aligned with institutional values and sustainability strategies.
- 42 GenAI use must not compromise disciplinary standards, critical thinking development, or independent academic capability.

### **Intellectual Property, Copyright & Data Protection**

- 43 Staff and students must not upload their own work, peers' work, personal data, or unpublished research to unapproved GenAI application and tools, to avoid unauthorised data sharing or privacy risks. Only institutionally approved GenAI applications and tools must be used to ensure data integrity.
- 44 GenAI outputs must not be used if they infringe upon copyrighted or other intellectual property. Staff and students must be supported to understand any limitations on reuse of GenAI outputs and to develop critical digital skills to review and use GenAI content lawfully, ensuring they respect third-party rights.
- 45 Where data integrity or intellectual property concerns affect use of GenAI applications and tools (institutionally approved or otherwise), staff and students must be supported and directed to use licensed and legally compliant alternatives.

### **Equity & Accessibility**

- 46 Assistive technologies or alternative GenAI applications and tools will be provided for individuals who cannot use specific GenAI applications and tools due to accessibility, technical, or personal reasons.
- 47 No student will be penalised based on their choice or ability to engage with specific GenAI unless there are clear requirements and justifications for doing so as stipulated in the module specification or assessment guidance documents.

### **Ethics & Sustainability**

- 48 Staff and students must be aware of overreliance or dependence on GenAI and develop resilience to the potential impact of restricted access resulting from economic, environmental or national policy changes.
- 49 Students must be supported to understand the ethical, legal, environmental, and societal implications of GenAI use, including issues around bias, sustainability, and data protection.
- 50 Teaching staff must work with their students and industry partners to maintain awareness of and teach GenAI practices, including ethical and sustainability considerations, specific to the discipline.

### **Disciplinary Specific Guidance, Implementation & Review**

- 51 Department and Programme Leaders are responsible for creating contextualised Discipline-Specific Generative AI Guidance that articulates expectations for staff and students within their discipline.
- 52 Discipline-Specific GenAI Guidance must explicitly reference and operationalise the Generative AI in Learning, Teaching, and Assessment Policy, clarifying how institutional policy applies within the

disciplinary, professional, and regulatory context.

- 53 Department and Programme Leaders are responsible for ensuring that appropriate level-specific versions of Discipline-Specific GenAI Guidance are developed, reflecting progression across levels of study, increasing expectations of critical engagement, independence, and professional judgement, as appropriate.
- 54 Programme teams are responsible for communicating and sharing Discipline-Specific GenAI Guidance clearly and consistently with students, ensuring that expectations around permitted, restricted, or prohibited uses of GenAI are explicit and visible.
- 55 Programme teams are responsible for ensuring consistent and appropriate enforcement of GenAI policy across the programme.
- 56 Programme teams are responsible for ensuring that students experience a coherent and appropriately varied range of learning experiences involving GenAI across their programme.
- 57 Programme teams must establish an annual review process for their Discipline-Specific GenAI Guidance, taking into consideration institutional and sector guidance, student feedback, engagement levels, and academic integrity cases.
- 58 The University provides the DISC framework (Appendix 1) and Discipline-Specific Generative AI Expectations Statement (Appendix 2) as a recommended approach for programme teams to interpret and apply the Generative AI in Learning, Teaching, and Assessment Policy in a discipline-specific manner.

## **Related Documents**

- Academic Integrity Policy and Academic Misconduct Procedure (QMO)
- Assessment and Feedback Policy (QMO)
- Sustainability Strategy (Estates)
- IT Acceptable Use Policy (DIT)
- Statement of Principles for the Responsible and Ethical Use of AI in Research (RKE)
- Copyright (Library)

## Appendix 1: The DISC Framework

The DISC framework is a supportive, reflective tool designed to help programme teams interpret the Generative AI in Learning, Teaching, and Assessment Policy into clear, discipline-specific guidance that makes sense for their own context. By considering Discipline, Integrity, Skills, and Context, DISC encourages constructive discussion about where, why, and how GenAI may be used across different levels of study, and how expectations should progress over time. Its purpose is not to prescribe a single approach, but to empower staff to make intentional, justifiable decisions that align with professional practice, support student development, and promote consistency and transparency for both colleagues and students.

	Level 4	Level 5	Level 6	Level 7
<b>D – Discipline</b>				
What role does GenAI play in this discipline at this level, and how does this reflect authentic disciplinary, professional, or research practice?	<i>e.g. Awareness raising; understanding what GenAI is and where it appears in the discipline</i>	<i>e.g. Limited, guided use supporting disciplinary tasks</i>	<i>e.g. Selective use aligned to authentic disciplinary practice</i>	<i>e.g. Strategic, reflective use aligned to professional/research practice</i>
Which disciplinary practices may GenAI support?				
Which disciplinary practices must not involve GenAI, and why?				
Which core disciplinary outcomes must students be able to demonstrate without reliance on GenAI, and why?				
How does this align with professional body, industry, regulatory, or accreditation expectations, including any explicit restrictions or risks associated with GenAI use?				
<b>I – Integrity</b>				

What does acceptable GenAI use look like at this level?				
What would constitute misrepresentation or unacceptable use at this level, including examples of good-faith misunderstanding vs. deliberate deception?				
When is transparency or acknowledgement of GenAI use required, optional, or not expected at this level, and why?				
How are integrity expectations communicated to students?				
<b>S – Skills, judgement, and critical digital literacies</b>				
What critical skills, judgement capabilities, and understanding of limitations, bias, ethics, and sustainability related to GenAI should students develop at this level?				
How are students supported to evaluate accuracy, bias, and limitations?				
What level of reflection on GenAI use is expected?				

How does this level prepare students for the next stage of study or practice in terms of increasing independence, accountability, and professional judgement around GenAI use?				
<b>C – Context, progression, and curriculum coherence</b>				
What level of independence is expected in GenAI decision-making?				
In what ways may GenAI be used, restricted, or prohibited in assessment at this level, and what is the justification for these decisions?				
How do students understand why GenAI expectations differ across modules?				
How does GenAI engagement progress from the previous level?	N/A / introduction			

## Appendix 2 - Discipline-Specific Generative AI Guidance Template

This template is designed so that:

- Every section can be populated directly from the DISC framework.
- It works for a single level or multiple levels with progression.
- It is suitable for students and staff.
- It operationalises the policy without repeating it.

Generative AI Expectations for [Programme name]

Discipline: [Discipline / Subject area]

Levels covered: [e.g. Level 4–6 / Level 7 only]

Date of last review: [Month, Year]

This guidance explains how Generative Artificial Intelligence (GenAI) may be used within this programme, in line with the University's Generative AI in Learning, Teaching, and Assessment Policy, and reflects the expectations of this discipline.

### Purpose and Principles

Within this programme, GenAI is approached as a tool that requires critical judgement, ethical awareness, and discipline-specific understanding. Students are expected to engage thoughtfully with GenAI where appropriate, while also developing the independent knowledge, skills, and professional capabilities required by the discipline. Unless explicitly stated in assessment guidance documents, students may use GenAI in a transparent and ethical way to support their studies but are also not required to use GenAI and will not be disadvantaged if they choose not to do so.

### Role of GenAI in this Discipline

At a programme level, GenAI may support learning and practice in the following ways:

[Summary of disciplinary roles, e.g. exploratory, analytical support, simulation, drafting, critique]

GenAI must not be used for the following disciplinary practices:

[List activities where GenAI would undermine core learning or professional standards, with brief rationale]

These decisions reflect:

- authentic disciplinary practice.
- relevant professional, regulatory, or accreditation expectations.
- the need to protect core academic and professional capabilities.

### Expectations by Level

Level [4 / 5 / 6 / 7]

At this level, students are expected to:

- Role of GenAI:

[e.g. awareness-raising, guided use, selective use, strategic and reflective use]

- Acceptable use:

[Brief summary of what GenAI may support at this level]

- Unacceptable use / misrepresentation:

[Clear description of what students must not do, including presenting GenAI outputs as their own understanding]

- Skills and judgement development:

Students should be developing skills in:

- evaluating accuracy and bias.
- understanding limitations and risks.
- applying disciplinary judgement to GenAI outputs.
- reflecting on ethical and sustainability considerations.

- Expected independence:

[Describe decision-making responsibility at this level]

(Repeat this subsection for each level, or summarise progression across levels if preferred.)

## **GenAI and Assessment**

Assessment guidance documents within this programme will clearly state:

- whether GenAI use is permitted, restricted, required, or prohibited.
- what forms of use are acceptable.
- what constitutes misrepresentation or unacceptable use.
- whether transparency or acknowledgement of GenAI use is expected.

Any restriction or prohibition of GenAI use will be justified and aligned with learning outcomes.

Students will be supported to meet assessment requirements with or without GenAI, unless explicitly stated otherwise.

## **Academic Integrity and Transparency**

Students must not present GenAI-generated content as their own original understanding where this is not permitted by the assessment guidance documents.

Doing so may constitute misrepresentation and will be addressed under the University's Academic Misconduct procedure.

Where transparency about GenAI use is required, this will be made explicit in the module or assessment guidance documents.

### **Support, Communication, and Review**

This guidance is shared with students and staff to ensure consistent expectations across the programme.

Staff will reinforce these expectations through teaching activities, assessment briefings, and feedback.

This guidance will be reviewed annually to ensure it remains:

- aligned with University policy.
- appropriate to disciplinary practice.
- responsive to student experience and sector developments.