# Generative AI in Learning and Assessment

## The Key Points

**For supervised assessments** – including examinations, in-class tests, and other invigilated tasks – students are **not** permitted to use GenAI unless the course coordinator has given express permission in the assessment brief.

**For unsupervised assessments (i.e., assessments which are not supervised or invigilated)**, students may use Generative AI (GenAI) tools provided they acknowledge this use appropriately and the submitted work remains substantially their own. Such use does **not** automatically constitute a breach of academic integrity; however, colleges and schools should ensure any additional guidance on use is very clear.

**Students using GenAI to generate content and submitting it as their own work is academic misconduct.** GenAI should support learning, not replace it.

## 1. What is Generative AI?

Generative AI (GenAI) refers to technologies capable of creating digital content – including text, images, video, music, and computer code. These systems work by identifying patterns within large datasets and encoding them into mathematical models. The models do not store the original data; rather, they use learned patterns to generate new content.

Students interact with GenAI through platforms such as ChatGPT, Copilot, Grammarly, Gemini, Claude, or MidJourney by providing prompts – instructions written in everyday language.

GenAI tools can offer valuable support for research and study, but they are not always appropriate for academic work. Using them responsibly means that students need to understand their capabilities, their limitations, and when alternative approaches may be more suitable.

## 2. The University of Glasgow Approach

### Our Position

The University of Glasgow, in alignment with Russell Group principles, recognises that GenAI tools are both transformative and disruptive. They increasingly feature in academic and professional settings, which means our students will graduate into a world where these technologies are commonplace.

Rather than prohibit these tools, we aim to:

- support students in developing GenAI literacy and using these tools effectively, critically, and transparently
- help students develop an ethical stance on AI use within their studies
- create opportunities for meaningful assessment that develops critical thinking, analysis, and good judgement.

Ensuring that GenAI tools are appropriately used is a vital part of upholding the academic integrity of our learning, teaching and assessment. However, an excessive focus on identifying misuse is misplaced effort. Instead, we must adapt our approaches to harness new technologies while preserving the intellectual development that defines a university education.

### Why This Matters

GenAI tools are attractively powerful and easy to use, but they can also mislead. They may provide incorrect information with apparent confidence, and over-reliance on them can undermine the development of foundational knowledge and skills.

Degree programmes aim to develop students' capacity for independent inquiry, analytical rigour, and articulate expression – competencies that emerge through sustained practice rather than technological shortcuts. The challenge lies in leveraging GenAI's benefits whilst preserving the formative experiences essential to intellectual development.

### Guiding Principles

The University's approach is guided by the following principles:

- **Transparency** – students and staff should discuss GenAI use openly, acknowledge when it has been used, and build trust through honest engagement
- **Accountability** – individuals remain responsible for work they submit, including verifying and critically evaluating any GenAI-assisted content
- **Academic integrity** – GenAI must not be used in ways that misrepresent authorship and/or breach University regulations
- **Equity** – assessment design should account for varying levels of access to and familiarity with GenAI tools
- **Sustainability** – GenAI use should be purposeful and justified, recognising the environmental and ethical dimensions of these technologies.

## 3. GenAI in Assessment

### The Two Approaches

Assessments at the University of Glasgow follow one of two broad approaches:

| Supervised Assessment | Unsupervised Assessment |
|---|---|
| In-person, invigilated tasks where conditions are controlled | Take-home assignments, coursework, and other independent work |
| Ensures students can demonstrate knowledge and skills without external aids | Allows students to draw on resources, tools, and technologies as part of their learning |
| Examples: examinations, in-class tests, practical assessments, oral presentations, OSCEs | Examples: essays, reports, portfolios, projects, dissertations |

| GenAI use is NOT permitted unless expressly allowed | GenAI use is permitted but MUST be appropriately acknowledged |
|---|---|

## Supervised Assessment

Students are generally **not** permitted to use GenAI in supervised tasks unless the course coordinator has given express permission in the assessment brief. Students are able to use GenAI to undertake preparation or revision for these forms of assessment, but should be cognisant of over-reliance on GenAI tools undermining their independent thinking and learning.

This applies to:

- In-person written examinations
- in-class tests and quizzes
- supervised practical work
- oral presentations and vivas
- any other assessment conducted under controlled conditions.

This restriction extends to wearable devices and other emerging technologies with AI capabilities. Using GenAI when it is not permitted constitutes a breach of academic integrity, but students **do not** need to reference/acknowledge the use of GenAI for preparation of/revision for these assessments.

## Unsupervised Assessment

For most coursework and take-home assessments, students may use GenAI tools provided they:

- **Acknowledge their use** – explain what tools were used and how
- **Ensure the work remains substantially their own** – GenAI should assist, not replace, original, independent thinking and learning
- **Verify accuracy** – check all information, citations, and claims
- **Follow any specific instructions** – course coordinators may set additional requirements or restrictions.

Course coordinators will specify, on an assessment-by-assessment basis, whether any limitations apply for the usage of AI within that assessment (including if AI must be used in only particular ways or, indeed, if AI use is not permitted at all). Where the brief is silent, the default position is that GenAI use is permitted with acknowledgement.

Course coordinators should set the expectation and tone that where students feel uncertainty about how GenAI can be used in a specific assessment, they should always ask in advance, rather than risk an unintentional breach of academic integrity.

**Important: Students** generating content with GenAI and submitting it as if it were their own work – without acknowledgement and/or when the GenAI contribution is substantial – is academic misconduct, regardless of whether the assessment is supervised or unsupervised.

### Acknowledging GenAI Use

When permitted to use GenAI, students should include a statement explaining:

- that GenAI tools were used
- which tools (name, version, and publisher)
- how they were used (e.g., brainstorming, drafting, editing, research assistance)
- what original work the student contributed.

Guidance on acknowledging and citing GenAI is available from Student Learning Development.

## 4. GenAI for Learning

### Developing Digital Literacy

Learning to use GenAI tools productively and responsibly forms an important component of digital literacy. The University is committed to ensuring students acquire the skills and knowledge to adapt and thrive in an evolving professional landscape.

For general learning purposes – as distinct from summative assessment – students are encouraged to explore how GenAI might support their studies. This could include:

- exploring complex topics and generating explanations
- brainstorming ideas and structuring arguments
- practising concepts through dialogue with AI
- checking grammar and improving clarity
- summarising reading materials
- generating practice questions.

Students should follow all University policies when using GenAI for learning, including the Academic Integrity Policy and Acceptable Use of ICT Resources Policy.

### A Note of Caution

GenAI tools do not “know” facts in the way humans do. They generate text based on statistical patterns and may produce confident-sounding but incorrect or outdated information – sometimes called “hallucinations.” Students must independently verify any information obtained through GenAI before relying on it.

Over-reliance on GenAI can also create gaps in foundational knowledge that become apparent in supervised assessments, where these tools are unavailable. The skills developed through independent reading, writing, and problem-solving remain essential to academic success and professional competence.

## 5. Using GenAI Responsibly

### Understanding Limitations

GenAI systems have significant limitations that students should understand:

- **Accuracy** – outputs may contain factual errors, fabricated references, or misattributed quotations
- **Currency** – models have training cut-off dates and may not reflect recent developments
- **Depth** – responses often lack the nuanced, sustained analysis expected in academic work
- **Originality** – GenAI recombines existing patterns rather than generating genuinely novel insight
- **Context** – tools cannot fully understand assessment requirements, disciplinary conventions, or individual learning needs.

Students should treat GenAI as one resource among many – useful for certain tasks, but never a substitute for scholarly rigour or independent thought.

### Ethical Considerations

Decisions about whether and how to use GenAI should consider several ethical dimensions:

- **Environmental impact** – GenAI systems require substantial computational resources resulting in high energy and water consumption
- **Bias** – models may reflect and perpetuate biases present in their training data
- **Consent and provenance** – training datasets may include material used without creators' consent
- **Labour practices** – the development of these systems raises questions about working conditions in data labelling and content moderation
- **Intellectual property** – the legal status of AI-generated content remains contested.

Students are encouraged to engage critically with these issues as part of developing an informed perspective on AI in their discipline.

### Maintaining Core Skills

It remains essential for students to cultivate their own capabilities in:

- critical thinking and analytical reasoning
- written and oral communication
- independent research and source evaluation
- disciplinary knowledge and methodology
- professional judgement and decision-making.

These skills cannot be developed by outsourcing intellectual work to AI. Students should consider carefully when GenAI supports their learning and when it might hinder the development of competencies they will need throughout their careers.

## 6. Assessment Design and Academic Integrity

### The Learning Through Assessment Framework

The University's Learning Through Assessment Framework (March 2023) provides guidance on designing assessment that is meaningful, iterative, programmatic and inclusive. Assessment aligned with this framework reduces the risk of GenAI misuse by creating tasks where authentic student engagement is integral to success.

## Meaningful Assessment

Assessment becomes more meaningful when students understand its purpose and can connect it to their learning goals. Approaches include:

- developing marking criteria in dialogue with students to ensure shared understanding of expectations
- designing authentic tasks that reflect real-world applications of disciplinary knowledge
- offering scaffolded choices that allow students to demonstrate learning in ways that suit their strengths
- creating clear alignment between assessment tasks and intended learning outcomes.

***How does this promote integrity?*** Clear expectations help students understand what they are being asked to demonstrate. When students see the value in an assessment and feel trusted to engage with it authentically, they are more likely to invest genuine effort.

## Iterative Assessment

Iterative approaches build assessment across time, allowing students to develop and refine their work through feedback. This includes:

- portfolios that accumulate evidence of learning throughout a course
- draft submissions with formative feedback before final submission
- staged assessments where later work builds explicitly on earlier submissions
- regular low-stakes opportunities to practise and improve.

***How does this promote integrity?*** When staff can observe students' work developing over time, they can gain familiarity with each student's capabilities, interests, and voice. This can make incongruent submissions easier to identify.

## Programmatic Assessment

Programmatic assessment considers how individual tasks contribute to a coherent programme of study. This might involve:

- helping students identify connections between courses and design work that demonstrates integrated learning
- creating assessments that draw on students' individual goals, backgrounds, and disciplinary interests
- designing tasks that require synthesis of material from multiple sources, including personal experience.

***How does this promote integrity?*** GenAI tools are less effective at producing genuinely personalised work that reflects an individual student's unique trajectory through a programme. Tasks requiring students to synthesise their particular

experiences, interests, and prior learning are inherently more resistant to generic AI-generated responses.

### Inclusive Assessment

AI tools can support more inclusive assessment practices by reducing barriers that are incidental to the skills being assessed. Approaches include:

- using AI-enabled speech-to-text or text-to-speech tools to support students with specific learning differences in producing or engaging with written work
- allowing non-native English speakers to use AI to refine grammar and expression, so that language proficiency does not obscure disciplinary understanding
- incorporating AI-assisted planning or structuring tools that scaffold executive function, benefiting neurodivergent students in particular
- designing assessment briefs that are explicit about which AI tools are permitted and how, so that all students – not only those with existing digital confidence – can engage on equal terms.

***How does this promote integrity?*** Inclusive assessment design reduces the incentive to use AI covertly as a workaround for unaddressed barriers. When students are supported openly, they are less likely to seek undisclosed assistance. However, we should remain attentive to the equity implications of AI access itself: students vary in the tools available to them, a number of the tools and technologies have costs associated, students' digital literacies will vary substantially (and we must not assume that our students are 'digital natives'), and students' confidence in using unfamiliar technologies likewise varies. These dimensions often can track along socioeconomic lines. Genuine inclusivity requires not only permitting AI use where appropriate, but actively ensuring that the support and guidance surrounding it are accessible to all.

## 7. Identifying Potential Concerns

### Academic Judgement, Not Detection Software

The University does not employ AI detection tools, and academic misconduct investigations should never rely upon such software. Staff should not upload student work to AI detection platforms or other external systems, as this may breach data protection requirements and compromise student privacy.

Academic judgement – based on familiarity with students' capabilities and understanding of how AI-generated content typically presents – provides a more reliable basis for identifying concerns that warrant further investigation.

### Indicators That May Warrant Further Inquiry

Submitted work that raises concerns might exhibit a range of characteristics and the Senate Assessors for Student Conduct have created enhanced guidance which distinguishes between compelling evidence of GenAI misuse, as well as other indicators of potential GenAI misuse.

**Content and argumentation**

- generic or formulaic language lacking disciplinary specificity
- surface-level treatment of complex topics without sustained critical analysis
- confident presentation of plausible-sounding but inaccurate information
- generic conclusions that fail to address the specific question posed
- lack of specific examples or detailed engagement with sources

**References and citations**

- fabricated or non-existent references
- misattributed quotations or garbled author names
- inconsistencies in citation formatting
- references that exist but do not support the claims made

**Style and presentation**

- verbose or exaggeratedly formal language
- repetitive phrasing or circular argumentation
- unnaturally smooth transitions lacking substantive logical development
- unexpected Americanisms in otherwise British English writing (and vice versa)
- marked inconsistency with the student's previous work.

Any misconduct investigation must be based on the all the available evidence and conducted in accordance with University procedures. Before referral under the Code of Student Conduct processes, staff may undertake an 'exploratory interview' with the student, request a statement in response to the allegations and/or request to see earlier drafts. Note that the presence of the above characteristics does not automatically mean the student has used or misused GenAI tools.

## 8. University Support and Resources

### For Students

- Student Learning Development (SLD) provides guidance on using GenAI responsibly, including how to cite and acknowledge AI use
- AI in Education Canvas module offers training on productive and ethical GenAI use
- University-developed courses including GenAI for Students are available through Moodle
- Generative AI for Students: Ethics & Academic Integrity – Coursera. This course if free for students with UofG credentials
- All students have access to Microsoft Copilot through their University account

### For Staff

- The GenAI Innovation SharePoint is the central hub for information, guidance, and updates
- Academic and Digital Development (ADD) offers staff development on integrating GenAI into learning, teaching, and assessment
- Learning Innovation Support Unit (LISU) provides support for educational technology and innovation
- University-developed courses including GenAI in the Classroom and GenAI Ethics, Inclusion and Society are available
- Curated content from LinkedIn Learning, Coursera, and FutureLearn is available through the University training portal

Colleagues from ADD, LISU, and Student Learning Development can advise on assessment design, GenAI integration, and supporting students to use these tools effectively.

## 9. Discipline-Specific Approaches

The guidance above applies University-wide, but disciplines may have specific considerations, conventions, or requirements. The examples below illustrate how different areas are approaching GenAI in assessment.

*[COLLEGE/SCHOOL CASE STUDIES – PLACEHOLDER]*

## Further Information

- Code of Student Conduct
- Plagiarism and Academic Appeals
- Russell Group Principles on AI in Education
- Learning Through Assessment Framework