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Guidance for Faculty on AI Use in Learning and Teaching

Purpose

The purpose of this document is to provide guidance and support for faculty in their use of Artificial Intelligence (AI) tools in teaching and learning. Whilst AI technology can potentially support faculty in their teaching practice, it is not a substitute for the knowledge, expertise, and judgement of faculty in module design, delivery, and assessment.

These guidelines are intended as a living document, which will be reviewed and changed continuously as technology, regulations, and learning practices evolve. These updates and refinements will be made in response to emerging needs, feedback from staff, faculty, and learners and alignment with relevant regulations and policies.

Definitions

AI - Technology that allows computer systems to imitate human learning, comprehension, problem solving, decision making, creativity and autonomy.

Generative Artificial Intelligence (GenAI) - AI models and systems that generate new content, such as text, images, music, or videos, that resemble human-created content

Principles

Based on the recommendations of the HEA's *Generative AI in Higher Education Teaching & Learning Policy Framework*, below are the guiding principles behind these guidelines. They are explored further in the *Policy and Procedure on AI in Learner Assessment.*

- **Academic Integrity, Transparency, and Accountability**
- **Equity and Inclusion**
- **Critical Engagement, Human Oversight, and AI Literacy**
- **Privacy and Data Governance**
- **Stakeholder Engagement and Collaboration**

Core Guidelines

- Faculty may incorporate AI tools into their teaching, learning, assessment, or support activities.
- Faculty have the freedom to decide if and how AI is used in their modules within disciplinary norms and must be transparent about its use at all times.
- The AI policy on learner assessment must be followed, where the AI AS framework must be included in programme handbooks and a tier from its framework must be clearly stated in assignment descriptions.
- If embedding AI in teaching, it must be ensured that learners have equitable access to tools at no additional costs.
- If Faculty use AI in their teaching, such AI use must be declared and/or cited so they demonstrate responsible and transparent use to learners.

Application of Guiding Principles by Faculty

Ethical Principle	Dos
Academic Integrity, Transparency, and Accountability	Faculty must model responsible and transparent use of AI in their own professional practice. Where GenAI tools are used to support the preparation of teaching materials, formative feedback, or other pedagogical resources, this use should be disclosed to students through a statement acknowledging AI use and including an appropriate citation.
Equity and Inclusion	Faculty should be vigilant to the potential for any GenAI tools used to generate inequalities, e.g. as part of individualised feedback. Staff should include any known biases or limitations of a GenAI system that might be contrary to the University's perspectives on equality and discrimination.
Privacy and Data Governance	Faculty should use personal data in line with the IMI's data protection policies and data protection notices.
Critical Engagement, Human Oversight, and AI Literacy	Faculty must ensure that assessments are deliberately constructed to remain valid and meaningful in the presence of AI. This entails a shift toward practices that emphasise process, interpretation, contextual reasoning, and reflective judgement, rather than a production of material.
Stakeholder Engagement and Collaboration	Faculty should contribute to institutional learning about GenAI by sharing effective practices, reporting emerging challenges, and participating departmental or institutional discussions about policy refinement.

Practical Applications

Deciding Whether and How to Use AI

- Faculty may incorporate AI tools into their teaching, learning, or support activities
- Faculty may choose not to incorporate AI tools into their teaching, learning, or support activities; however, they are expected to be aware of the potential implications of these tools for student learning, assessment and workplace readiness
- Faculty have the freedom to decide if and how AI is used in their modules within disciplinary norms and must be transparent about its use at all times.
- Where deployed by faculty, AI tools should be used for teaching, learning, or support activities only where it is considered that their use will aid in active, critical, and reflective engagement.

Protecting Sensitive Data and Copyright

- Be alert to the particular risk with AI of inadvertently sharing data inappropriately or illegally.
- Ensure that you do not share any content that compromises an individual's privacy, confidential processes, IMI's commercial, or strategic interests. If you do not know if it is safe to share IMI data with a specific AI tool, DO NOT.
- AI product providers vary in their approaches to data protection, retention, and usage of your data. Entering information into AI tools is similar to posting that information on a public website. You have to assume that any information you input to or give access to these tools is no longer private and may be used for training the model, sold on to 3rd parties, accessed by governments or made publicly available. Open-source European tools are a safer approach than using non-EU owned tools, which are very likely not GDPR compliant.
- AI tools do not offer the 'right to forget' which means that once data is uploaded / entered - there is no way to delete it which can lead to loss of data ownership.

Specifying AI Use in Learner Assessment

- The AI policy on learner assessment must be followed, where the AI AS framework (Perkins et al, 2024) must be included in programme handbooks and a tier from its framework must be clearly stated in assignment descriptions.

Designing and Manging Assessment

- Faculty will need to decide what level of AI use learners are permitted to use or not use in each assignment, depending on whether the use of that tool defeats or advances the learning goals of that assignment.
- Where AI is permitted in an assignment, Associate faculty should make clear to learners how it can be used and how it should be acknowledged. Proper acknowledgement might include reference to IMI citation guide, inclusion of a pre-agreed statement confirming AI, or asking students to provide links to the prompts or outputs they have generated. Examples of potential agreed statements involving AI are included below.
- Learner use of AI in ways outside of the assigned AI AS tier may constitute academic misconduct. Unacknowledged use of AI may constitute a breach of IMI's Academic Integrity Policy.
- Where a faculty member uses or intends to use AI to assist in the drafting of feedback, this must be disclosed to the learner.

Communicating with Learners

- Faculty shall uphold IMI's guiding principle of Academic Integrity, Transparency, and Accountability, and in support of this must:
    - Be able to explain to learners the rational for the use/non-use of AI in an assessment
    - Respond to learner enquiries to the use/non-use of AI in an assessment
    - Engage in dialogue with learners on the use/non-use of AI and encourage learners to ask if they are unclear.
    - Clearly present and explain to learners any potential use of AI in grading and feedback provision of learners' work.
- Faculty should be transparent about where and how they use AI in their teaching, learning and assessment practices, e.g. to generate content, to function as virtual tutors or to help with assessment design, grading and feedback.
- Where AI has been used by faculty in their teaching and learning, its use should be disclosed and cited appropriately. The output of any tool used should be checked by the faculty member for quality, accuracy and appropriateness.

Ensuring Fairness

- In the interest of equity and fairness, faculty may not require a learner to use an AI tool that is cost prohibitive to the learner.
- It is the responsibility of the Programme Director to direct others who are involved in teaching, assessment and feedback towards the guidelines on the appropriate use of AI in each assessment.

AI Disclosure and Citation

Whenever AI is used, such use must be disclosed/declared by a statement included in the work it helped produce. Citation and acknowledgement of it as source might also be required, depending on the type of contribution. For example:

- **Text generation:** Citation and AI disclosure is needed.
- **Image generation:** Sufficient details should be provided to properly acknowledge the image source and include full detail in your reference list. AI disclosure is needed.
- **PowerPoint creation/formatting/grammar:** No citation needed, but AI disclosure should still be made.

AI Disclosure Statement

Learners and faculty must be transparent with their AI use. This can be done through the inclusion of an AI Disclosure Statement. This statement is the similar for both learners and faculty.

Learners will have to fill out an AI Disclosure Statement on the Cover Sheet of all assignments. Assignments that do not allow any AI use do not have to fill out this section of the Cover Sheet. The learner AI Disclosure statement will look similar to this:

AI DISCLOSURE STATEMENT (if Applicable)

I acknowledge the use of _____
[insert AI system(s) and link]

to _____
[specific use of GenAI]

This use was in accordance with the assigned AI AS Scale:

_____
[Insert specific AI AS Tier]

The prompts used include:

The output from these prompts was used to _____
_____
[explain use]

I reviewed these outputs by _____
_____
[explain review process]

I have reviewed and evaluated all AI-generated content and confirm that it accurately reflects my understanding and intended meaning. I maintain full responsibility for the content and its accuracy.

Using the guidelines for AI Disclosure and Citation above, it is advised that faculty use the below Statement Template to be transparent on their AI use as well.

AI Declaration Statement Template

I acknowledge the use of [*insert AI system(s) and link*] to [*specific use of GenAI*].

The prompts used include [*list of prompts*].

The output from these prompts was used to [*explain use*].

I reviewed these outputs by [*explain review process*].

I have reviewed and evaluated all AI-generated content and confirm that it accurately reflects my understanding and intended meaning. I maintain full responsibility for the content and its accuracy.

Filled in Example:

I acknowledge the use of Claude (claude.ai, Sonnet 4.6) to help create this PowerPoint.

The prompts used include *Can you make a power point using my lecture notes, following UDL principles to ensure accessibility. Please create a reference list at the end of the power point using Harvard style.*

The output from these prompts was used to create a PowerPoint based off notes and research I gathered so I could present to participants.

I reviewed these outputs by ensuring that AI did not change the fundamental quality of my notes and conclusions, that citations were correct, and that the PowerPoint was easily readable by participants.

I have reviewed and evaluated all AI-generated content and confirm that it accurately reflects my understanding and intended meaning. I maintain full responsibility for the content and its accuracy.

Citing AI Use

Gen AI that has been used to create text within instructional material should also be noted by including AI as a reference using the appropriate citation style, most likely Harvard. You should credit the creator of the AI tool as the author, making sure to include it as an in-text citation (where applicable) and the reference list. If a shareable URL is available, please include it in the reference list entry. In the absence of a shareable URL, include the chat session with the AI tool as an appendix and refer readers to this appendix when citing the AI-generated text. For further information on shareable URLs for AI-generated content, please read the advice below.

Shareable URLs

Some AI tools such as ChatGPT and Gemini generate shareable URLs that allow other readers to see the content of chat sessions with them. There are also browser plugins such as A.I. Archives which generate shareable URLs for chat sessions. These should be included when possible.

Generated Text - Harvard Citation Style

Format for references with shareable URL generated by the AI Tool:

Name of AI (Year). Medium of Communication [AI] Receiver of communication, Day Month of communication. Available at: URL (Accessed: date)

Reference Example:

Claude (2026) Claude [AI] response to Tess Smith, 20 October. Available at: https://claude.ai/share/be4bfbd9-80f5-485f-9127-9c2323495a88 (Accessed: 18 May 2026).

In-Text Example:

When prompted by the author, Claude responded with a ‘definition of academic integrity’ (Claude, 2026).

Format for references without shareable URL:

Name of AI (Year). Medium of communication [AI] Receiver of communication, Day Month of communication.

Reference Example:

Claude (2026) Claude [AI] response to John Smith, 20 October.

Generated Images

Format for AI generated Images:

Creator (Year) Title of work. Generated using AI tool name [AI] Prompted by (your name). Available at: URL (Accessed: date).

In-Text Example:

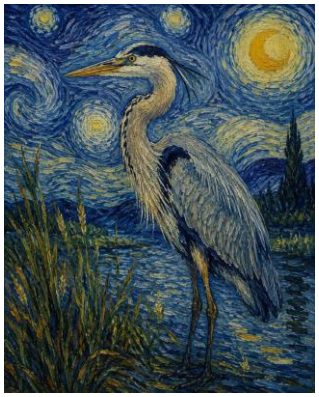


Figure 1. Image generated using ChatGPT from the prompt: "Heron in the style of Van Gogh"

Reference Example:

ChatGPT (2026) Heron in the style of Van Gogh. Generated using ChatGPT [AI] Prompted by John Smith. Available at https://chatgpt.com/s/m_6a0ad3f5b7f48191ad8c234e3a909c4a (Accessed: 15 May 2026)

References

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