



Position Statement

[UAL's Position Statement on AI](#) states that 'we will encourage AI literacy in staff and students' and 'embrace AI through a Curious, Critical, and Compassionate lens'.

Staff

can use Generative AI in teaching based on the UAL AI Position statement (for more detail, go to [UAL's Position Statement on AI](#) and [AI and Teaching](#)).

cannot

- use AI-detection software (for more detail, go to [AI and Teaching](#))
- use Generative AI to mark – including grading and giving feedback to – student work (for more detail, go to [AI and Teaching](#) and [AI and Assessment](#)).

should

- create a clear expectation of AI in advance of students commencing assessed work
 - incorporate discussion about the UAL's AI guidance in their course
 - promote academic integrity, ethical use and keep data protection issues in mind
 - offer resources and training (for more detail, go to [AI and Teaching](#)).
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Sources

The information summarised here was taken from the following sources:

- [UAL AI Hub](#), which includes –
 - [UAL's Position Statement on AI](#)
 - [Student guide to generative AI](#)
 - [AI and Teaching](#)
 - [AI and Assessment](#)
 - [Staff Guide to the Use of Machine Translation Tools](#)
 - [Student Guide to the Use of Machine Translation Tools](#)
- [Academic misconduct](#)



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Students

can

- use Generative AI in the developmental process of their work (for more detail, go to [AI and Assessment](#))
- use Machine Translation tools to support their learning when it is effective and appropriate (for more detail, go to [Staff Guide to the Use of Machine Translation Tools](#) and [Student Guide to the Use of Machine Translation Tools](#)).

cannot use AI to generate their work unaltered and then submit this for assessment as if it was their own work (for more detail, go to [Student guide to generative AI](#)).

should

- consider how using generative AI will impact their learning and whether it will cause them to bypass skills they should be developing
 - think about the learning outcomes on their unit and talk to their tutor before using generative AI in their assessment
 - keep track of how they use generative AI in their work and reference this clearly
 - be aware of whether their use of AI tools may constitute academic misconduct via plagiarism (for more detail, go to [Student guide to generative AI](#) and [Academic misconduct](#)).
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