

Policy for the Use of Generative AI in the Teaching, Learning and Assessment Process

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Generative Artificial Intelligence (AI), powered by natural language processing, machine learning algorithms, deep learning techniques and neural networks, have emerged as valuable tools in almost all sectors of everyday life. Generative AI has become more accessible and powerful in recent years, thanks to the development of large-scale neural networks, the availability of massive amounts of data, and the increased processing power of computer technology.

Generative AI refers to artificial intelligence tools that can produce novel content, such as text, images, audio, or video, based on some input or data.

The education sector is one of the sectors where generative AI has a significant impact. This report provides the policy for use of generative AI at Frederick University. It explores the applications of generative AI in the teaching, learning and assessment environments, discusses their capabilities and limitations, and addresses the challenges and ethical considerations associated with their implementation.

As of 2024, the European Union AI Act regulates AI use, classifying educational applications as high-risk. Frederick University strictly aligns its AI policy with the EU AI Act and GDPR requirements to ensure compliance, transparency, and accountability.

1. Introduction:

1.1. Generative AI and the Employment Sector:

As generative AI continues to evolve, society must address the challenges it presents, from job displacement to ethical concerns. Generative AI is reshaping the world of work, influencing the nature of jobs and employment prospects. While these tools appear as a thread that results in a change in the nature of many jobs, they also promise to create new opportunities and open avenues for human-AI collaboration and push the boundaries of what's possible. The future workforce will need to adapt by acquiring new skills and embracing the potential of AI technology. Ultimately, the impact of generative AI on employment will depend on how individuals, organizations, and policymakers navigate this evolving landscape.

In many employment sectors, employees will need to adapt and acquire skills related to AI technology to remain competitive in the job market. Learning to work alongside AI,

understanding its limitations, and leveraging its capabilities is essential for employment and career development. Therefore, a need arises for current employees for upskilling and/or reskilling, requiring academic institutions to offer relevant courses and training through lifelong learning programs.

To secure their future employment and successful career, students need to be aware of the capabilities and limitations of generative AI, and to develop transversal transferable skills related to the use in generative AI. Therefore, it is essential for students to use generative AI tools throughout their studies, while curricula should provide for such experiences and skill development through generic learning outcomes. Furthermore, in some academic programs the use of generative AI technology will be required to be part of the curriculum.

By embracing generative AI technology and adapting to its potential, the education sector can shape a future by enhancing students' and graduates' skills and capabilities, where generative AI augments the workforce rather than replacing it.

1.2. Generative AI and the Education Sector:

Generative AI is a powerful technology that can have profound effects on the education sector, including teaching and learning activities, as well as assessment. While it can offer new opportunities for enhancing the educational content and experience, it can also pose serious challenges for ensuring the quality, integrity, and equity of education. Therefore, it is essential that universities create a framework that enables the ethical, responsible, and beneficial use of generative AI tools in education. All staff and students must verify AI outputs for factual accuracy. AI cannot be credited as an author of academic work. AI-generated references or fabricated citations are prohibited and any such occurrence will be treated as academic misconduct.

1.2.1. Generative AI in the Teaching/Learning Process:

Generative AI models can generate high-quality written educational material quickly and at high volume, saving educators time and effort. Such educational material includes but is not limited to lecture notes, presentations, case studies, self-assessment multiple choice tests, simulations, lesson plans, as well as assessment material such as practice questions, quizzes, assessment rubrics and criteria and even model answers, aiding in formative and summative evaluations.

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More advanced cases of the exploitation of generative AI in the learning process is the creation of educational material suitable for personalized learning, by customizing responses to individual learner needs that enhances engagement and understanding, as well as interactive tutorials, guiding learners through complex subjects with step-by-step explanations.

While generative AI systems may have seemingly endless applications in education, they may lack the creativity and originality that human teachers and educators can provide. While humans can have boundless creativity and ingenuity, generative AI systems are limited by the data they have been provided, meaning they may lack the ability to produce content that is innovative or outside the box. Therefore, educators continue to play an invaluable and irreplaceable role in the learning process. Furthermore, material produced by generative AI needs to be checked for correctness, accuracy and bias.

1.2.2. Use of Generative AI by Students in Coursework Assignments:

The emergence of generative AI technology has raised concerns in the academic community regarding its potential misuse in student assignments and assessments. One of the main concerns of educators is the unethical use of generative AI tools to submit work produced by such tools for coursework assessment.

2. Use of Generative AI at Frederick University:

Frederick University recognizes the benefits of the use of generative AI tools in education and encourages their use by both the academic staff and the students. Such tools help in improving the quality of the produced work, as well as the academic staff productivity with respect to their teaching and research activities. Employing generative AI tools in the learning process will help students develop skills related to the use in generative AI. Curricula should provide for such experiences and skill development, while for certain academic programs the use of generative AI technology will be required to be part of the curriculum.

2.1. Generative AI in the Teaching/Learning Process:

2.1.1. Use of Generative AI in the Creation of Educational Material:

Generative AI offers a powerful resource for educational content creation. By leveraging its capabilities, educators can enhance the quality, accessibility, and personalization of educational material. However, it's imperative to approach its use with ethical considerations in mind, ensuring that the content generated meets educational objectives, respects copyrights, is in line with personal data protection legislation, and upholds ethical standards.

Teaching can take advantage of generative AI tools in almost all aspects of the teaching process. Generative AI can be exploited in:

- **Creation of educational material.** As generative AI models continue to evolve, they hold tremendous potential to transform the landscape of educational content creation for the better. Generative AI can generate teaching and study materials, practice and self-assessment questions, and explanatory content.
- **Personalized Learning:** Generative AI can create personalized learning materials, adapting content to individual student needs and preferences. This promotes student engagement and enhances understanding.
- **Tutoring and Assistance:** Chatbots powered by generative AI can provide instant help to students with questions and problems, offering support 24/7.
- **Curriculum Development:** Generative AI can assist educators in designing and updating curricula by analyzing data on student performance and emerging trends in education.
- **Assessment Rubrics & Criteria:** Generative AI can assist educators in developing rubrics and criteria for the assessment of coursework, project work presentations and other forms of assessment.
- **Lesson Planning:** Generative AI can assist educators in designing their lesson plans.

Furthermore, Course Assessment can take advantage of generative AI tools by providing:

- **Automated Grading:** Generative AI can expedite the grading process for multiple-choice questions, short answers, and even essays, reducing the burden on educators.
- **Feedback Generation:** AI can provide instant, detailed feedback on assignments, helping students understand their strengths and areas needing improvement.

- **Plagiarism Detection:** AI can identify instances of plagiarism more accurately by comparing student submissions against a vast database of academic content.

It should be noted that generative AI has limitations on the content produced. These limitations relate to **possible bias and inaccuracies or mistakes** in the produced text. Furthermore, the produced content might not be in the **intended context and level**. The quality and appropriateness of the content produced is greatly affected by the information provided in the query. In many cases, the content produced by generative AI is a useful starting point, requiring further editing/processing by the academic staff. **It is the responsibility of the academic staff to check** the content produced by generative AI, to ensure that it is correct and at the right standard and level, while ethical concerns are addressed. All AI-generated teaching material must be clearly labeled and verified. Faculty are prohibited from entering confidential student or institutional data into external AI tools without prior authorization.

The effectiveness of the use of generative AI in teaching depends primarily on the ability of the academic staff in taking advantage of such a technology. To this end, the University has the responsibility for **providing relevant training programs** for the academic staff. Furthermore, the university has the obligation for providing the academic staff with the necessary **infrastructure, help and specialized training for advanced issues**.

2.1.2. Ethical Considerations:

When using generative AI, the academic staff must be aware of the ethical issues related to the use of this technology. These issues are **a) plagiarism:** that content generated is not properly attributed, **b) data privacy:** student data is not protected resulting in a violation of the data privacy regulations, and **c) bias and fairness:** the data used to train the AI algorithms can be biased towards a particular group of people based on their race, gender, or socioeconomic status.

It is the responsibility of the academic staff to check the content produced by generative AI, in order to ensure that it is correct and at the right standard and level. Furthermore, **the academic staff is responsible for checking the produced content for possible plagiarism and copyright violations, as well as violations of the personal data protection regulations**. Finally, the academic staff is responsible for ensuring that the produced content is not offensive to any group of people. Staff must disclose AI use in developing teaching and research outputs. Violations of copyright, GDPR, or ethical standards will trigger disciplinary action.

2.2. Generative AI and Coursework Assessment:

Frederick University **acknowledges and encourages the use of generative AI** in the teaching and learning process, since this will help students develop the skills related to the use of such technologies and prepare them for their employment and career development. On the other hand, Frederick University recognizes the fact that students may take advantage of generative AI and submit work produced by generative AI as their own original work for the purpose of course assessment. Such cases are **considered as cheating attempts** by the students and are treated the same way as any other form of cheating and plagiarism, where the disciplinary control procedures and measures described in the relevant university regulations (Academic Integrity Regulations) are in effect.

Students are expected to use generative AI tools to assist them up to some extent in their coursework, since this can have a positive impact on the learning process. Students can use generative AI tools as a brainstorming tool to get possible issues to be examined in the work, as an editing tool to help them with the structure of their reports, and as a source of references to be considered for investigation in their work. However, the work to be submitted for assessment must be the original work of the student, not the text produced by generative AI tools. This will help students develop skills related to generative AI. It will also contribute to the improvement of students' writing skills.

Frederick University is concerned with the potential misuse of generative AI technology by students in their assignments and assessments. The University already uses the Turnitin plagiarism detection tool, which employs sophisticated algorithms to compare student submissions against a vast database of academic and non-academic content, searching for textual similarities, by relying on methods such as text matching, paraphrase detection and source comparison. Similarly, Turnitin currently provides AI-Generated text detection tools, available on the e-learning platform used by the University; however, these tools are effective only for assignments written in English. **All work submitted by students as part of their assessment must be checked for plagiarism, as well as for generative AI produced text (where it applies).**

Frederick University recognizes that the impact of the use of generative AI can vary between different academic programs and/or courses. Academic staff are required to specify in advance the **maximum acceptable percentage** (For example maximum of 20%) of generative AI produced text for each course. **Course instructors must decide and inform the students up**

to what extent they can use generative AI for their coursework and provide all relevant information in the Course Outline. It is however essential for the academic staff to **differentiate between legitimate use of AI assistance and misuse.** Finally, all student submissions must include an AI-use disclosure statement specifying the tools used, purpose, and extent. Failure to disclose AI use constitutes misconduct, regardless of detection percentages. AI-generated references are strictly prohibited.

2.2.1. Proactive Measures:

Even though plagiarism detection tools such as Turnitin can detect generative AI produced in students' submissions for assessment, there is no guarantee that all cases of text produced by generative AI will be detected. Reliance on AI-detection tools alone is insufficient. Each course must include supervised assessment components (oral exams, in-class tests, viva, or reflective logs). Assessment design must emphasize originality, process, and critical thinking.

- **Change assessment criteria and weights and increase the variety and types of continuous assessment.** For example, include combination of the following (indicative list): online quizzes, reflective journals, peer-assessment activities, group projects, case study analyses, simulation and role-playing tasks, digital portfolios, short video or podcast assignments, discussion forum contributions, problem-based learning tasks, and micro-presentations.
- Change assessment methods, criteria, and weights for students' coursework **unsupervised assessment** such as report submissions, by adding extra methods to verify that the work submitted is indeed the work of the student and not work produced by generative AI tools. Such actions may be the use of short quizzes or a brief oral exam/presentation on the content of the work submitted by the student. Avoid to full reliance on unsupervised coursework assessment
- **Integrate assignments where students are required to use AI tools but critically evaluate, verify, and reflect on the outputs produced.** Students must demonstrate their ability to assess the reliability, accuracy, and limitations of AI-generated content, rather than blindly accepting results. This approach fosters digital literacy, critical thinking, and responsible AI use.

- Set assignment questions in such a way to encourage students to apply their knowledge, critical thinking skills, and creativity, making it more challenging for generative AI tools to generate the expected responses. Some examples on how to limit, up to some extent, the effectiveness of generative AI in the assessment work produced by the students are given below.

1. Conceptual Understanding:

Question: Explain the fundamental principles of *[insert topic]*. Use your own words and provide examples to illustrate your understanding.

Teaching Objective: Encourages students to demonstrate their grasp of the subject matter in their own words, making it difficult for AI tools to generate responses.

2. Case-Based Analysis:

Question: Analyze a real-world case study related to *[insert topic]*. Discuss the challenges faced, solutions proposed, and your own reflections on the case.

Teaching Objective: Requires students to apply their knowledge to specific contexts, making it challenging for AI tools to generate tailored responses.

3. Critical Evaluation:

Question: Compare and contrast two competing theories or approaches in *[insert field]*. Provide arguments for and against each and offer your own critical analysis.

Teaching Objective: Encourages students to engage in critical thinking and provide original insights, which are less likely to be replicated by AI tools.

4. Problem-Solving Scenarios:

Question: Solve the following complex problem related to *[insert topic]*. Show your step-by-step approach and explain your thought process.

Teaching Objective: Promotes problem-solving skills and requires students to articulate their thought processes, making it difficult for AI to mimic.

5. Reflective Essays:

Question: Write a reflective essay on your personal journey in learning *[insert subject]*. Discuss challenges, breakthroughs, and the impact on your understanding.

Teaching Objective: Encourages self-reflection and personal narratives, which are unique to individual experiences and challenging for AI to replicate.

6. Scenario-Based Decision Making:

Question: You are a *[role/job title]* in a *[fictional scenario]*. Make a decision related to *[insert topic]* and justify your choice based on your expertise.

Teaching Objective: Requires students to apply their knowledge in role-playing scenarios, making AI-generated responses less applicable.

7. Thought Experiments:

Question: Propose a thought experiment or research question related to *[insert topic]* that challenges existing knowledge. Discuss potential implications and areas of exploration.

Teaching Objective: Encourages students to engage in creative thinking and pose unique questions, making it less likely for AI to provide pre-generated answers.

8. Peer Review:

Question: Critically review a peer's response to a previous assignment and provide constructive feedback. Discuss areas of improvement and suggest additional insights.

Teaching Objective: Promotes collaborative learning and evaluation, making it difficult for AI to replace human judgment.

Academic staff are expected to use their expertise in assessment and their creativity to develop and employ legitimate measures to discourage students from using unethically generative AI technology in the assessment submissions, as well as to ensure that such an unethical use, if not detected, will have the minimum effect on the student assessment result.

2.2.2. Generative AI and Course Outline:

Course instructors must inform students on the policy of the university on the use by students of generative AI in their coursework, and how they intend to apply the relevant regulation for the specific course in the Course Outline submitted to the students at the beginning of the course. For final year project reports and doctoral thesis reports This information must be provided in the Academic Integrity section of the Course Outline and provide the following information:

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- Inform students that the improper use of generative AI is considered as cheating.
- Inform the students to what extent they can use generative AI in their coursework. Refer to thresholds (percentage of work created by generative AI tools) acceptable by the 'Turnitin' tools (where it applies).
- Refer to possible consequences and disciplinary actions.
- Inform the students about the correctness and other issues such as bias and plagiarism and notify students that they are responsible for the work submitted.
- Ask the students to specify whether and how they have used generative AI tools in their submissions.

For final year project reports and doctoral thesis reports the above information must be provided in the "Diploma Project Guidelines" and the "Dissertation Guidelines" of each Program respectively.

Example of sample text to be used in the Course Outline is provided below.

Generative AI:

In this course, students are encouraged to explore the integration of generative AI technologies into their coursework submissions. Generative AI tools can be used to enhance the quality and creativity of your work, but it is essential academic integrity and ethical issues are observed.

Students are expected and encouraged to use generative AI tools in their coursework as:

- a brainstorming tool forming ideas related to the coursework content,
- a tool outlining the structure of coursework reports,
- a source of related work with relevant references to be examined further,
- an editing tool to improve the syntax of the produced work.

Students have the overall responsibility for the work submitted. To this end, students must ensure that the work submitted for coursework assessment:

- is within the maximum acceptable thresholds on the use work produced by generative AI tools,
- is within the intended context and level,
- is checked for possible inaccuracies and mistakes,
- is checked for possible bias and or unfairness towards a particular group of people based on their race, gender, or socioeconomic status,

- does not violate personal data protection legislation,
- is properly attributed avoiding possible plagiarism, and
- provides information on how generative AI tools were used.

Students must specify in their submissions the form and extent of use of generative AI in the work submitted. All coursework submissions will be examined for generative AI use detection, using the 'Turnitin' plagiarism tools, or any other suitable tools. The reports produced by the detection tools will be compared with the AI usage stated by the student. Significant deviations will result in a failure to meet this requirement, and such cases will be treated as a cheating attempt by the student and handled the same way as any other form of cheating and plagiarism, where the disciplinary control procedures and measures are in effect.

2.2.3. Referencing and Acknowledging AI Use

All students and faculty must properly acknowledge the use of AI tools in their academic work, coursework, teaching material, and research outputs. AI tools cannot be listed as authors but must be cited as sources.

1. Clearly state which AI tool was used, including version and date of access.
2. Describe the purpose and extent of AI use (e.g., brainstorming, drafting, editing, coding, summarizing).
3. Provide appropriate references following the required referencing style (e.g., APA, Harvard, MLA, Chicago).
4. AI-generated references or fabricated citations remain strictly prohibited.

A table of examples for in-text citations and reference list entries across APA, Harvard, MLA, and Chicago styles is provided below for guidance.

Style	In-Text Citation	Reference List Entry
APA (7th ed.)	Narrative: <i>OpenAI (2023)</i> Parenthetical: (<i>OpenAI, 2023</i>) If citing a chat: (<i>OpenAI, personal communication, Sept 22, 2025</i>)	OpenAI. (2023). <i>ChatGPT</i> [Large language model]. https://chat.openai.com/
Harvard	Narrative: <i>OpenAI (2023)</i>	OpenAI, 2023. <i>ChatGPT</i> [large language

Style	In-Text Citation	Reference List Entry
	Parenthetical: (<i>OpenAI</i> , 2023)	model]. Available at: https://chat.openai.com/ [Accessed 22 September 2025].
MLA (9th ed.)	(<i>OpenAI</i>)	OpenAI. <i>ChatGPT</i> . 2023, https://chat.openai.com/ . Accessed 22 Sept. 2025.
Chicago (Author–Date)	Narrative: <i>OpenAI</i> (2023) Parenthetical: (<i>OpenAI</i> 2023)	OpenAI. 2023. <i>ChatGPT</i> . https://chat.openai.com/ . Accessed September 22, 2025.
Chicago (Notes & Bibliography)	Superscript in-text: <i>AI can generate text interactively</i> . ¹	1. OpenAI, <i>ChatGPT</i> , 2023, https://chat.openai.com/ .

Notes:

- You can adapt these references for other AI tools (e.g., Bard, Claude, DALL-E, Copilot) by replacing “OpenAI” and “ChatGPT” with the relevant developer and tool name.

3. Faculty Training & Ongoing Development

Frederick University will provide mandatory annual / semiannual training sessions for all academic staff on the pedagogical, ethical, and legal use of AI in higher education. The University will monitor compliance, investigate misconduct, provide training, and annually review the policy. This ensures alignment with the institutional quality assurance and accreditation processes and evolving technologies and regulations.