GBS Policy on Student Use of Generative AI in Learning, Teaching, Assessment and Research

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Related GBS policies
▪ GBS Student Charter
▪ GBS Student Code of Conduct
▪ GBS Good Academic Practice and Academic Conduct Policy and Procedure
▪ GBS Student Complaints Policy and Procedure
▪ GBS Student Protection Plan
▪ GBS Equality and Diversity Policy
External Reference Points
1. UK Quality Code for Higher Education 2. OIAHE Good Practice Framework

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Contents

Policy on Student Use of Generative AI in Learning, Teaching, Assessment, and Research

1. Purpose

1.1.   This policy governs the responsible, inclusive, and ethical use of Generative Artificial Intelligence (GenAI) by students at GBS. It aims to ensure students use GenAI tools in ways that enhance learning, uphold academic integrity, and align with the institution's values and legal obligations.

1.2.   Our goal is to empower students to use GenAI thoughtfully and transparently as a support for their academic work, while recognising the importance of original thinking, ethical awareness, and sustainable practice. Additionally, students will develop GenAI literacy as a valuable employability skill, equipping them to engage with emerging technologies ethically and effectively in future professional contexts.

2. Scope

2.1.   This policy applies to:
- All students enrolled in any programme or module at the institution, unless required otherwise by a partner.
- Any use of GenAI tools (e.g., ChatGPT, GrammarlyGO, Copilot) in relation to study, assignments, assessments, research, or university-related academic work.

3. Principles

3.1.   This policy is grounded in the following values:
- We want to support human-led, AI-assisted Learning. Students may use GenAI as a tool for learning support, but must take full responsibility for their own academic work and understanding.

- We seek to deliver academic integrity. Students must not use GenAI to produce or rewrite assignments in ways that conceal its involvement. All uses must be clearly

acknowledged. Submitting material generated by an AI tool without appropriate acknowledgement may constitute academic misconduct.

- We take inclusivity and accessibility seriously. Students may use GenAI to support learning, especially for those with English as an Additional Language (EAL) or disabilities.

- Ethical awareness is central. Students should be mindful of bias, misinformation, and the impact of AI on society and the environment.

- Everyone should act with transparency and accountability. Use of GenAI must be clearly declared where relevant in academic submissions or presentations.

- We adhere to sustainable practices. Students are encouraged to consider the environmental and technological impact of GenAI use.

4. Definitions and Examples

4.1. **Generative AI (GenAI)**: AI tools that can create text, images, code, or other content based on prompts (e.g., ChatGPT, Bard).

4.2. **Permitted Uses** (with acknowledgement):Permitted uses of GenAI include brainstorming or idea generation for assignments, simplifying complex concepts for personal understanding, drafting non-assessed reflective writing, generating practice questions for self-study, and language editing support, provided such use is disclosed appropriately.

4.3. **Non-Permitted Uses**: Non-permitted uses of GenAI include submitting AI-generated content as your own without clear referencing, using AI to complete assessed assignments without explicit permission, generating citations or references that do not exist, and using AI tools in ways that bypass the learning process or critical thinking expected of students.

4.4. The consequences of inappropriate use of AI may constitute a breach of the AMC policy.

5. Guidelines for Key Academic Activities

5.1. **Using GenAI in Learning and Assignments**

5.1.1. You may use GenAI to assist your learning, but you must understand the content you submit, avoid over-reliance on AI to write or structure assessed work, and ensure that your own voice and critical thinking remain central to all academic submissions. When in doubt, ask your lecturer or tutor whether AI use is allowed for a particular task.

5.1.2. Any use of GenAI in assessed work must be clearly declared and correctly cited within the submitted assessment, in line with academic referencing standards.

5.1.3. Example Acknowledgements include:

"I used ChatGPT to help brainstorm topic ideas and check grammar in this assignment."

"Portions of this essay were reviewed using GrammarlyGO to correct grammar and improve sentence clarity. All ideas remain my own."

"ChatGPT was used to generate example questions for revision purposes. These were not submitted for credit."

"I used Bing Copilot to summarise secondary sources during research. All interpretations and analysis are my own."

5.1.4. Example Reference List Entries (Cite Them Right Harvard style):

OpenAI (2023) *ChatGPT*. Mar 14 version. Available at: https://chat.openai.com/ (Accessed: 18 June 2025).

Grammarly (2023) *GrammarlyGO*. Available at: https://www.grammarly.com/go (Accessed: 18 June 2025).

Microsoft (2023) *Copilot for Bing*. Available at: https://www.bing.com/copilot (Accessed: 18 June 2025).

5.2. **Academic Integrity**

    5.2.1. Misuse of GenAI is considered a form of academic misconduct. This includes using AI-generated content without attribution, allowing AI to write or paraphrase assessed work on your behalf, or submitting fake or invented sources produced by AI tools. Any such breaches will be investigated under the institution's Academic Misconduct procedures. The GBS Academic Misconduct Detection Team uses a wide range of continually updated tools and techniques to detect and report on academic misconduct, including the use of AI.

5.3. **Data Protection and Privacy**

5.3.1. Do not enter personal, sensitive, or identifiable data into GenAI tools, especially tools not owned or approved by the institution. Avoid using AI tools that store or share data without your control.

5.4. **Responsible Use for Accessibility**

5.4.1. You may use GenAI to support learning challenges, such as rewriting complex text into simpler language, practising academic writing or improving fluency, and generating summaries of long readings to supplement but not replace the original material. It is important that such use remains part of your learning process rather than a substitute for it.

5.5. **Assessment Use: What's Allowed and What's Not**

- Allowed (with permission or declaration):
  Using GenAI is allowed in certain circumstances, such as drafting practice essays that are not submitted as final work, getting help rephrasing unclear text for better understanding, and clarifying assignment prompts. These uses must be transparent and aligned with academic expectations.

- Not Allowed:

Using GenAI inappropriately includes generating full essays or code and submitting them as your own, using AI to answer exam questions without explicit permission, and copying AI output without fully understanding or acknowledging its use. These actions breach academic integrity and may result in disciplinary consequences. Check module handbooks and assignment briefs for any specific rules on AI use.

5.6. Research Use for Students

5.6.1. If you are conducting research as part of your course, you must disclose any use of GenAI in your methodology, such as for coding assistance, translation, or initial literature scoping. However, you remain fully responsible for performing your own critical analysis and interpretation. Additionally, it is your responsibility to verify all AI-generated content for accuracy, reliability, and potential bias before including it in your work.

Example Statement:

> *"AI tools such as ChatGPT were used to assist with initial idea development. Final analysis and conclusions were developed independently."*

Example References (Cite Them Right Harvard style):

OpenAI (2023) *ChatGPT*. Mar 14 version. Available at: https://chat.openai.com/ (Accessed: 18 June 2025).

Grammarly (2023) *GrammarlyGO*. Available at: https://www.grammarly.com/go (Accessed: 18 June 2025).

Microsoft (2023) *Copilot for Bing*. Available at: https://www.bing.com/copilot (Accessed: 18 June 2025).

6. Tool Access and Support

6.1. Students should use only institution-approved or trusted AI tools, and avoid platforms that may store or misuse input data. The institution will provide appropriate guidance, training, and support to help ensure students engage with GenAI tools in a safe, informed, and responsible manner.

7. Roles and Responsibilities

- **Students**: Use GenAI ethically, disclose its use, and uphold academic integrity.
- **Tutors/Lecturers**: Provide clear guidance on AI use in your modules.
- **Programme Leaders**: Embed AI literacy and ethical awareness into the curriculum.
- **Support Services**: Offer advice on accessibility, academic integrity, and safe use of AI tools.

8. Monitoring and Review

8.1. This policy may be amended by GBS at any time. GBS will ensure that all staff receive appropriate training to enable them to comply with this policy. GBS will regularly test our systems and processes to monitor compliance. Any issues related to the monitoring and review of this policy, please contact asqo@globalbanking.ac.uk.

9. Data Protection and Confidentiality

9.1. GBS is registered with the Information Commissioner's Office as a Data Controller. Details of the School's registration are published on the Information Commissioners website. GBS as a Data Controller shall implement appropriate technical and organisational measures to ensure that processing of personal information is performed in accordance with the UK General Data Protection Regulations (UK GDPR) and under the Data Protection Act 2018 (DPA).

9.2. By submitting an appeal, students are agreeing that GBS can process, use, and share information it contains to enable the appeal to be considered. Information may be shared with relevant people to facilitate actions and recommendations after investigation. For Data Protection purposes and compliance matters, please contact dpa@globalbanking.ac.uk.

9.3. All documentation will be kept confidential and shall be disclosed only to

those persons who have a right to the information by virtue of their role in the appeals process.

10. Alternative Format

10.1. This policy can be provided in alternative formats (including large print, audio and electronic) upon request. For further information, or to make a request, please contact the Academic Standards and Quality Office at asqo@globalbanking.ac.uk.

Annexes

A. Acknowledgement Template (for Student Work):

"I used [AI tool name] for [purpose: e.g., spelling correction / draft planning / brainstorming]. All ideas and content are my own unless otherwise cited."

B. Referencing GenAI Tools in a Bibliography (Cite Them Right Harvard Style)

When referencing Generative AI tools in your bibliography, you should follow the guidance for digital or software sources. Be sure to include the name of the organisation, year, title of the tool, version (if applicable), the platform (if relevant), and the date accessed.

Example format:

Author or Organisation (Year) *Title or name of tool*. Version (if applicable). Available at: URL (Accessed: Date).

Examples:

OpenAI (2023) *ChatGPT*. Mar 14 version. Available at: https://chat.openai.com/ (Accessed: 18 June 2025).

Grammarly (2023) *GrammarlyGO*. Available at: https://www.grammarly.com/go (Accessed: 18 June 2025).

Microsoft (2023) *Copilot for Bing*. Available at: https://www.bing.com/copilot (Accessed: 18 June 2025).

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Quick Guide: Dos and Don'ts of GenAI Use

Permitted (with disclosure)	Not Permitted
Brainstorming essay ideas	Submitting AI-written assignments
Improving grammar	Generating fake sources
Translating or simplifying text	Copying AI output word-for-word
Reviewing AI suggestions critically	Using AI to answer exam questions
Disclosing how you used the tool	Hiding use of AI from your tutor

Help and Support

- Ask-a-Librarian service
- Student Support Tutors
- Your Module Lecturer