



University Artificial Intelligence Policy

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Artificial Intelligence Policy

Introduction

Artificial Intelligence (AI) is rapidly transforming how we live, learn, and work. Within Higher Education, AI offers new opportunities whilst also raising important ethical, academic, and environmental considerations. This policy sets out the University of Stirling's commitment to ensure that AI is used responsibly and transparently, and usage aligns with our institutional values to support students and staff to:

- 1) **Promote responsible innovation:** ensure the ethical, accountable, creative use of AI across teaching, learning, research, and administration.
- 2) **Develop AI literacy:** equip students and staff with the skills to engage with AI critically and confidently.
- 3) **Safeguard integrity and inclusion:** ensure use of AI upholds academic integrity, provides equitable access, and considers environmental responsibility.
- 4) **Provide clear governance:** maintain oversight and alignment with local, national and sector wide guidance.

Due to the pace of development of AI this policy will be frequently reviewed and updated as technology, legislation, and sector knowledge of higher education practices evolves.

Context

The University of Stirling is committed to fostering innovation, advancing knowledge, and supporting the responsible and accountable use of AI by staff and students. The evolving landscape of AI will continue to significantly impact teaching, learning, assessment, research, and administrative processes. More broadly, we need to ensure that students are prepared for a world where AI is already in everyday use for different purposes in the workplace, and for a society where AI is deployed in many diverse, and not always benign ways; all our staff need to be enabled to support students and each other in that preparedness. We encourage all students and staff (academic and professional services) to explore AI use while adhering to ethical and academic integrity standards. For students undertaking programmes with professional registration, there will be a need to support them to enter the workforce with the skills and competencies of critical AI literacy and an understanding of any guidance issued by their associated professional or regulatory body. In many professional sectors, lines are already blurred between professional practice, regulations, and information technology policies.

In producing this document (and related guidance) we have drawn heavily upon the [Scottish Tertiary Education statement on the use of generative artificial intelligence AI](#) (SCAITEN) and benefitted from the open-access arrangements of other universities to view their policies-these are referenced in all our AI documentation where relevant.

This policy aligns with the University's [Digital Strategy](#), which aims to enhance digital transformation, safeguard institutional data, and create a seamless digital experience for all stakeholders. The responsible use of AI supports the University's **strategic goals**, including **enhancing student experience, advancing research, and fostering digital skills development**. AI is a key enabler in **Mission-Oriented Research (MOR)**, supporting interdisciplinary collaboration and global engagement. It also aligns with the objectives of the [Education and Student Experience Strategy](#), for

example, in enhancing students' life skills, and enabling all students to be confident in the appropriate use of digital tools.

Furthermore, this policy is aligned with the [University of Stirling's Strategic Plan 2030](#), which is driven by the principles of **People, Place, and Purpose**. The use of AI is positioned to support these pillars by enhancing digital inclusion, driving research impact, and ensuring ethical and responsible engagement with technology across the university community.

A dedicated **AI Advisory Group** (AIAG-a sub-group of the Education Committee), comprising a broad membership of faculty members, researchers, and administrative leaders, has been established to further develop policies and guidance that ensure AI use aligns with the University's values and legal obligations. This group will draw upon our existing strengths and expertise to ensure that we are sharing knowledge and approaches across the university, not duplicating effort and that we maintain an external view of HE sector and industry developments, to inform future guidance. This document outlines principles and initial guidance on the responsible use of AI. As the University gains experience with AI applications and tools, this policy will be updated regularly.

Scope

This policy applies to all members of the University of Stirling community (all staff: academic and professional services) and students (including those studying through partner institutions) when using AI in academic, research, and administrative activities. There may be a need to develop a shared understanding of the policy and specific contextual agreements on the use of AI with partner agencies such as those who provide placements, to ensure expectations remain clear for students in relation to professional practice and academic integrity.

Definitions

- **Confidential Information:** Any proprietary, research, commercial or business-related information that is not publicly available and is protected by confidentiality agreements, data protection laws, or University policy.
- **AI or AI tools** within the educational context: refers to a diverse range of software tools and platform services (for example, (but not limited to) Microsoft Copilot, Google Gemini, OpenAI ChatGPT, Anthropic Claude, and others) that use computational methods to perform tasks traditionally carried out by humans, including but not limited to: information retrieval, summarisation, proofreading, rephrasing and paraphrasing, synthesising and repurposing content, producing synthetic data and providing interactive tutorial support) (AI tools encompass both Large Language Models (LLMs) and Retrieval Augmented Generation (RAG)).
- **AI in systems:** Any AI application or integrated AI service that supports the logging, recording, transcribing, or capturing of user meeting or lecture interactions.
- **Personal Information:** Data that can be used to identify individuals, either directly or indirectly, including names, contact details, and academic records.
- **Artificial Intelligence in Assessment Scale (AIAS):** [AI in Assessment Scale](#) developed by Dr Mike Perkins and colleagues and used across the university. This scale allows module coordinators to assign permitted levels of appropriate AI use to each assignment/assessment and to interpret and adapt the levels to suit their specific module requirements.

General Principles

1. Members of the University of Stirling community must adhere to the following principles* when using AI:
 - a. **Human Centred:** We value the individual and collective humanity of those who use, develop, train, and are impacted by AI.
 - We will ensure that our actions and decisions are evidence-based, and informed by compassion, equity, ethical, and environmental responsibilities, and a commitment to the common good.
 - We acknowledge that AI can provide efficiency in work and study. Where appropriate we will support staff and students to utilise these to achieve fulfilment in their work and studies.
 - We will introduce any changes thoughtfully, at a scale and pace which considers impact on wellbeing and with appropriate support and planning for longevity.
 - b. **Agency:** We believe that individuals should be empowered to make informed decisions through open and honest discussions about AI.
 - We advocate that everyone who works for and studies with the University of Stirling develops their understanding of AI as it relates to their context.
 - We emphasise the importance of engaging with AI critically, approaching it with curiosity.
 - We encourage everyone to make informed decisions about whether to use AI, when it may be appropriate to do so, and to continue to reflect on these decisions and the impact of them.
 - c. **Trust:** We recognise the importance of trust between peers, colleagues, students, and staff, within and between institutions and partner agencies.
 - We commit to founding our actions relating to use of AI in this shared trust.
 - d. **Ethical practices:** We acknowledge the ethical complexity of AI and commit to using AI with integrity, and for the public good in keeping with the shared values of the Scottish tertiary education sector and the broader educational sector which we are a part of.
 - We will educate and seek to address any ethical issues created by the training and development of AI, particularly in terms of equity, copyright, intellectual property, privacy, data protection/governance, and environmental impact; and will advocate for ethical future developments.
 - We will ensure that any engagement with or use of AI complies with our legal responsibilities.
 - e. **Equitable practices:** We recognise that we operate in a globally connected world with a diverse population which has unequal access to education and resources. We will ensure that any decision about development or use of AI appropriately identifies any potential impact on equity and will act to address this.
 - We will seek to ensure equity of opportunity, access, use, and impact of AI.
 - We acknowledge the inherent issues with bias in some models of AI, and the harms caused by reproducing such bias, and will seek to positively challenge this.

- We also acknowledge that for some groups of students, such as those who are neuro-divergent, or those who have English as their second language may experience specific issues in relation to the use of AI, all of which we need to take account of.
- f. **Environmentally Responsible:** We acknowledge that the rapid development of AI has emerged in a time of climate crisis, that all technologies, including AI, have an environmental impact and typically, this is greater for AI tools than for others.
- We will educate ourselves and others about the evolving environmental impact of the development and use of AI and associated technologies.
 - We will make decisions informed by our environmental responsibilities, the importance of sustainable development and taking account of the most effective and efficient practices.
- g. **Collaboration:** We value learning with and from each other and develop how sharing knowledge can enhance and support our individual and collective development.
- We commit to working together with others (employers, staff, other universities, industry experts) on AI challenges (where relevant) and sharing our practices.
 - We commit to working with students as partners in exploring the role and impact of AI in education and research.
- h. **Openness:** We maintain that open communication, sharing of knowledge, research, practices, and educational resources benefits education and society.
- We will uphold the values of open practices in any development and use of AI.
 - Where appropriate, we will share our knowledge and publications openly across the tertiary education sector and wider society.
- i. **Transparency:** We understand that we have a duty to take action to promote accountability in relation to AI and provide a rationale for decisions which affect staff and students' use of AI
- We commit to transparent institutional and personal decision-making.
 - We will seek transparency from developers, platforms, and companies in our selection and procurement of AI.
 - We will be transparent in whether and how AI may be used by students and staff and provide clear guidance on this.
 - We expect staff and students to be transparent in their use of AI, question outputs critically, and engage in open dialogue about errors, ethics, and impact.

*We have heavily referenced and adapted the SCAITEN work in producing our principles.

General Guidelines

2. **Procurement of AI Tools:** Before acquiring AI software (including free tools), staff must consult the University's Information Services to assess data security, ethical implications, and compliance with institutional policies (Ethical Practices, Equitable)
3. **Data Privacy and Security:** No personal, confidential, or sensitive data (including students' work) must be uploaded into AI tools or unauthorised tools unless explicitly authorised by the University's Information Services (Ethical practices, Trust, Human-Centred)

4. **Intellectual Property (IP) and Copyright:** Be aware of copyright and IP laws when using AI-generated content. Users must ensure they have the right to input or use data processed by AI tools (Trust, Ethical Practices)
5. **Accuracy and Reliability:** AI-generated content must be verified for accuracy, as it may contain errors, biases, or misinformation (Transparency, Trust, Human-centred)
6. **Bias and Ethical Considerations:** Users must critically evaluate AI-generated content to ensure it does not reinforce discrimination, bias, or violate ethical boundaries (Ethical Practices, Human-Centred, Trust)
7. **Transparency in Use:** Work incorporating AI-generated content should clearly acknowledge AI assistance in line with the AIAS framework (Transparency, Openness)
8. **Restrictions on Malicious Use:** AI must not be used to create or distribute harmful content, such as misinformation, deepfakes, or security threats (Human Centred, Ethical Practices, Trust)
9. **AI Training:** Be aware that users have a choice (in most cases), to opt out of allowing AI tools to use their inputs for further training (Agency, Trust, Equitable, Human Centred)
10. **Use of Transcription and Recording Tools:** Transcription or recording tools must not be used without the **explicit consent of all participants**. Users must ensure compliance with data protection regulations and University policies regarding privacy and confidentiality (Collaboration, Agency, Transparency)

AI in Teaching, Learning and Assessment

11. Responsible, appropriate and transparent use of AI tools can support teaching, learning, and research effectively. However, inappropriate use, such as unacknowledged reliance on AI-generated content, submitting and presenting AI output as one's own, or failing to engage critically with content provided by AI, may constitute poor academic practice or academic misconduct.

For Students

12. The use of AI in coursework and assignments/assessments should be in line with the specified Artificial Intelligence Assessment Scale (AIAS level) explicitly set out by the module coordinator (transparency, ethical practices, equitable practices)
13. Misuse of AI, i.e. use outside of the AIAS level identified in relation to a specific assignment/assessment, including plagiarism or unauthorised assistance, will be treated as academic misconduct.
14. Students should seek clarification from their module coordinator regarding permissible AI use in specific modules, in line with the guidance provided to students. It is students' responsibility to familiarise themselves with the module specific guidance and procedures to follow when using AI. For example, where use of AI is permitted in producing assessed work, students should disclose and cite AI generated content in the requested format (agency, collaboration, trust, openness).

For Lecturers

15. Guidance on Canvas should specify clearly whether use of AI tools is permitted and under what conditions, in line with existing advice and guidance to students; specifically, the inclusion of an AIAS level for every assessed piece of work, in every module, will ensure students understand what kinds of AI use is appropriate. It is important that Lecturers ensure students know where to locate this guidance on Canvas but also that they are encouraged and supported to ask questions.
16. Lecturers should ensure that students declare that they have used AI appropriately and may request other subject-specific information.
17. Lecturers should engage students in discussions about the ethical implications and limitations of AI in the context of their respective disciplines. It is helpful to raise these areas for discussion at different stages of students' learning. For example, a student developing an assignment where AI is permitted will be made aware of this at the start of their module, but also during later stages, prior to submission. Similarly, a PhD supervisor should routinely discuss appropriate use of AI at different stages of the production of their student's research and thesis.
18. Academic teams are encouraged to explore AI tools for pedagogical purposes, relevant to their subject, while maintaining academic integrity. There is no requirement for AI to be used or discussed in every module - rather, where there is an opportunity to educate students about appropriate and responsible use of AI, it should be taken.
19. When designing new assessments (or reviewing existing ones as part of regular monitoring and updating) academics should consider the balance of enabling students to develop skills in using AI appropriately, whilst minimising opportunities for the misuse of AI. There is a range of possible approaches here, which are becoming well- established in the sector, and at Stirling, many subject areas are developing their assessment practices to address the increased cases of academic misconduct related to inappropriate use of AI.
20. For marking related practice, please see the [University's Assessment and Marking Policy and Procedure](#).

AI in Research

21. Researchers must disclose the use of AI in publications, grant applications, and reports where applicable.
22. AI tools should not be used to generate citations, experimental data, or results without rigorous verification.
23. Unpublished research data, confidential peer review materials, or other sensitive content must not be input into third party, unsupported AI tools.
24. Researchers should comply with funder, journal, and professional body policies regarding AI-generated content.

AI in Administration and Professional Services

25. AI tools may be used to streamline administrative tasks, provided they align with data protection and security policies.
26. Staff must verify AI-generated responses before using them in official communications or decision-making.
27. AI tools must not be used to process or store personal, confidential, or legally protected information without prior approval.

University Guidance on using AI specific tools

28. Currently, this is an area of careful consideration and debate at Stirling and within the HE sector. We do not plan to publish an “approved list” of AI tools currently. Rather, our approach is to advise and educate students and staff to use AI responsibly and ethically and to encourage debate about affordances and pitfalls.

Academic Integrity and AI Detection Tools

29. There are currently no reliable AI detection tools. Please see Staff Guidance for advice on various aspects to be aware of in students’ work which *may* indicate misuse of an AI tool.

Compliance with Existing University Policies and other documents

30. The use of AI tools must adhere to existing University of Stirling policies, including:

- [Academic Integrity Policy](#)
- [Assessment and Marking Policy and Procedure.](#)
- Guidance on Assessment Design within the Curriculum Design Framework
- Data Protection and Privacy Policy
- Research Ethics Policy
- IT Security and Acceptable Use Policy
- Staff and Student Canvas Site on use of AI
- [Policy on Audio Visual Material to Support Learning](#)
- University IP Policy

References

Perkins, M., Roe, J., & Furze, L. (2025). Reimagining the Artificial Intelligence Assessment Scale (AIAS): A refined framework for educational assessment. *Journal of University Teaching and Learning Practice*, 22(7).

*SCAITEN (2025) (Scottish AI in Tertiary Education Network’s Principles on AI in Learning and Teaching) accessed at [SCAITEN](#).