



**UNIVERSITY  
OF LONDON**

**FIRST** BRIEFING ON  
**GENERATIVE AI (GENAI)**  
FOR STUDENTS ON OUR  
ONLINE AND BLENDED  
LEARNING PROGRAMMES

## Our Principles

How we commit to engaging with  
Generative AI

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## Assessment

Understand our policies on  
Generative AI and Assessments

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## Usage Guidance

Do's and Don'ts for the use of  
Generative AI

**GENAI GUIDE 1**

## **University of London Artificial Intelligence Principles**

The University of London recognises that artificial intelligence technologies (this includes but is not limited to Generative AI), their operational capabilities and the implications of these new and emergent technologies are constantly evolving.

**In our flexible and distance learning programmes, the University therefore commits to:**

1. Operate with transparency and promote access and inclusion in working with AI.
2. Support AI-literacy, learning and skills development for students and staff.
3. Maintain the highest academic standards and promote ethical uses of AI.
4. Maintain academic integrity in setting and communicating workable policies.
5. Monitor and adapt learning, teaching and assessment.
6. Keep development, practices, and policies under regular review.

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### **The first of our briefings on “Generative AI”**

We are delighted to present our first briefing on Generative AI. Driven by our AI principles above, we are engaged in ongoing discussions with both students and staff, and are keen to share the following insights with you. This briefing will provide an introductory understanding of what GenAI is, its significance for you as a member of our academic community, and the important considerations to keep in mind in the context of AI when it comes to academic integrity, and importantly, to your assessments.

## What is Generative AI?

Generative AI (GenAI) is a type of artificial intelligence that can create new content based on what it has learned from existing content. The process of learning from existing content is called "training," and it results in the creation of a statistical model. When you give generative AI a prompt or input, it uses this statistical model to predict what a reasonable response would be, effectively generating new content.

This content can be (but is not limited to) imagery, video, audio, and text. Our view is that generated text has the most immediate bearing on Higher Education learning and so in this briefing we'll focus on that.

You might have come across OpenAI's ChatGPT, Google's Bard, or Microsoft's Bing. They're tools that falls under the category of generative AI and have become quite popular for tasks like writing, editing, and organising information.

A user provides them with text prompts, and responses are produced, informed by its training. Some noteworthy features include the ability to answer questions, engage in conversation, summarise information, and write computer code.

As the technology and our understanding of it evolves, we will continue to keep our community up to date with changes to our policies.

### **Image credit**

*Image by Alan Warburton / © BBC / Better Images of AI / Quantified Human / CC-BY 4.0*

## Academic integrity and AI

Academic integrity represents the ethical foundation that underlies all aspects of academic pursuits, encompassing the pursuit of knowledge and your own engagement with a subject.

This commitment to academic integrity holds a central role in your intellectual and personal growth. It imparts the importance of upholding values, cultivating essential skills in research, critical thinking, and written communication, as well as demonstrating ethical conduct. These are enduring competencies that will prove invaluable in your future endeavours and professional career.



**It is your responsibility to uphold the highest standards of academic integrity in your academic endeavours.**

As a member of the University of London community, it is **your responsibility** to uphold the highest standards of academic integrity in your academic endeavours. This means refraining from engaging in activities such as cheating, plagiarism, collusion, and other forms of academic misconduct.

## Practically, what does this mean for University of London students and their assessments?

By speaking with our students and our learning and teaching community, we know that some students have started using GenAI tools, most commonly ChatGPT, to assist with their studies.

With that in mind, it's crucial to acknowledge that ChatGPT and other emerging generative AI tools cannot replace the importance of independent thinking or scholarly efforts, and used inappropriately could result in an academic offence.

### University of London General Regulations

It is important for you as a student to understand the basis for our position and advice as an institution. Our General Regulations are quite clear. Reflect on the following passages and note that you can read the rest of the [general regulations](#):



**[7.1]** "All work which you submit for assessment **must be your own, expressed in your own words and include your own ideas and judgements.** By submitting work for assessment you confirm that the work is entirely your own, that you have acknowledged the work of other people within your submission, in line with our requirements, and that you understand what is meant by plagiarism, self-plagiarism, collusion, contract cheating and falsification."

**[7.9]** "Submitting work which has been produced by software, or as the result of providing prompts or queries to any third-party service, either in full or part and without acknowledgement, is a form of contract cheating. **This includes the use of Large Language Model/AI chatbots.**"

#### Examiner direction

When it comes to your assessment, our Examiners and Programme Teams have been given the following direction:

**"The use of ChatGPT and other Large Language Model chatbots is STRICTLY PROHIBITED. All work submitted for assessment must be a student's own and written without assistance from a third party. A third party includes friends, family, tutors, online services and any computer-generated text."**

#### Image Credit

Anton Grabolle / Better Images of AI / Human-AI collaboration / CC-BY 4.0

## Some guidance on how you may use Generative AI in your studies and what you should not do

Generative AI can be a helpful tool to support your learning, but you must make sure you do not use it in a way that contravenes regulations surrounding assessment.

### Do use AI to...

**Gather ideas** and help you develop your understanding.

**Create a plan** for your studies/revision.

**Brainstorm** initial ideas.

**Understand** a difficult piece of writing by summarising the main points.

**Identify** sources and develop referencing.

**Support** spelling, grammar, and language translation.

### Don't use AI to...

**Bypass** the process of learning and critical thinking.

**Violate** academic integrity policies.

**Complete** work that demands your original thinking and creativity.

**Replace** human feedback and interaction.

**Put your university education at risk by using AI in ways that are prohibited by the University.**

When thinking critically about GenAI, it is important to grasp not only its capabilities but also its limitations. At the University of London, we hold the view that our students and staff should possess an understanding of these tools. Finally, **DO** read the general regulations and your programme specific regulations so that you are clear what is expected in your assignments and exams.

**Look out for future GenAI Guidance Briefings as we further explore Generative AI.**

#### Image credit

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