

Guidance for Learners on the Use of Artificial Intelligence 2026

1. Introduction

Francis James recognises that the ongoing development of Artificial Intelligence (AI) tools is already impacting on the ways in which learners study, access and receive their education. We are committed to making the best use of technology, and believe we have a role to play in ensuring that our learners can work and progress in a world that increasingly makes use of AI. We want you to be able to use AI tools ethically and responsibly to your benefit - for example to enhance learning experiences and find efficiencies in your work.

A wide range of AI tools are available, many of them free to use, and they can be used to create new content or edit existing content, such as text, images, audio, video or code, as well as to undertake searches and source information.

We want to help you understand how you can use AI to support your learning. We don't want to ban the use of AI, but it is important that you understand the limitations of what you should use it for, especially when completing assessments, and critically that you make sure your work remains your own and you maintain academic integrity.

Academic integrity: The commitment to conducting academic work with honesty, responsibility, fairness, and respect. It requires learners to produce their own work, acknowledge the contributions of others accurately, use information ethically and adhere to institutional regulations and requirements.

2. When can learners use AI?

AI can help you in your research as you develop your knowledge and understanding in each course you study. As an example, you might use it to build on key ideas introduced or discussed within lecture sessions or to develop personalised study resources and revision materials.

Amongst other things, AI tools can help you to:

- plan projects
- explore and summarise complex subjects
- find case studies and other information (such as identifying relevant journals)
- collate information
- check spelling and grammar
- create study aids.

While you can use AI tools in the context of further developing your learning, you must not submit AI-generated output as your own work for assessment. You should also remain alert to the limitations of AI tools, which mean that AI-generated output may not always be factually accurate. AI should never replace your own critical thinking and analysis - it can supplement your work, knowledge and skills, but should not replace them.

You also should be alert to the potential limitations or risks of using AI tools. These may include that:

- AI might falsify references or make up quotes
- AI may use out of data sources
- AI may produce biased information, as it is only able to generate responses based on the information it has been trained on and the datasets it has access to
- AI tends to perform better in subjects which are widely written about

It is also worth noting that the quality of AI outputs can vary depending on the prompts you use.

You should always check the accuracy of information generated by AI. This may involve cross-referencing the information with reliable sources.

Useful reading

- Open.ai, the creators of ChatGPT, have provided some [helpful guidance for educators and learners](#).
- This [article provides advice on using effective prompts](#) in AI tools.

3. When not to use AI

You must not use AI tools to write assignments. Assignments are opportunities for you to demonstrate your own knowledge and skills in the subject matter. They also enable you to further develop your own writing style, which can also support your professional development.

We use advanced software to detect both plagiarism and the use of AI tools. When you submit your assignment, the system automatically reviews your work and identifies any sections that may have been copied without proper referencing or generated by AI. For example, it can detect material that has been copied and pasted from an AI text-generation tool.

If you submit AI-generated work as your own, this is academic misconduct and we will take appropriate action (as set out in our Academic Misconduct Policy).

Remember, you are the 'author' of your work and you need to ensure all work submitted under your name is your own, or accurately referenced where you have referred to other credible sources.

The use of AI in completing an assignment can constitute several forms of academic misconduct. It could be:

- plagiarism/commissioning (relying on an unidentified or unreferenced source, and so claiming the work as your own)
- fabrication (if the AI makes up data or false experiences that you then use unchecked in your work).

4. Submitting assignments and acknowledging use of AI

If you have used AI in any part of your assignment preparation, you must make this clear in a short declaration statement on the cover page of your assignment.

The declaration should set out how you used AI - it does not need to be detailed, but should indicate the tasks it was used for. You might list one or more of the following (noting this is not an exhaustive list):

- Data analysis - using AI to analyse data sets
- Idea generation - using AI to identify concepts or refine arguments
- Identifying themes - using AI to review notes you have made and identify key themes or patterns
- Improving presentation - using AI to check spelling and grammar, or suggest layout changes
- Research/information gathering - using AI to locate relevant information

The document '*Assignments - General Guidelines*' can be found on Moodle and sets out the requirements for submitting assignments.

5. Review

We are committed to maintaining a current view on the use of AI in education, including its benefits and risks, and will review this statement annually. The Learner Welfare and Experience Committee and Academic Quality and Standards Committee will both consider the uses and experiences of AI in Francis James' degree programmes.

Written By	Revision Date	Revision Number	Approved By	Review Date
H Barratt	19/02/2026	1 (This document is developed from the overarching guidance document 'Guidance on the Use of Artificial Intelligence in Teaching, Learning and Assessment')	 S Graham	19/02/2027

