

# PE AI Usage Policy

## Introduction

1. LIBF embraces generative AI (GenAI) as a transformative tool for enhancing teaching, learning, and assessment. LIBF is committed to creating innovative learning, teaching, and authentic assessment experiences that empower students with the skills to be highly employable global citizens.
2. With that in mind, this policy has been created to provide clear guidance of acceptable academic practice when using AI.
3. This policy applies to students and academic staff involved in Professional Education qualifications.

## Principles

- **Transparency:** Clear, explicit acknowledgment of GenAI use by staff and students.
  - **Reflective Practice:** Encouraging critical evaluation and documentation of GenAI interactions
  - **Ethical Responsibilities:** Upholding standards of fairness, privacy, accountability and academic honesty
  - **Inclusivity:** Ensuring equitable access to AI tools and addressing systemic biases identified by extensive research.
4. AI tools are generally permitted as a research tool and a technical aid to work. The information and text suggestions obtained should support the individual's research and must not replace it.
  5. Where AI has been used, the researcher must correctly cite the sources. ([Find out more about referencing](#)). In an assessment this includes in-text citations and quotations, the reference list, and the completed cover sheet. Failure to do this could be considered as malpractice.
  6. The examples below are not an exhaustive list of acceptable/unacceptable practice so AI users should always be guided by the principles outlined in section 4.
  7. In this evolving environment new uses of AI will be introduced all the time and as such this policy will be continually reviewed.

## Student usage of AI

**The three-tier system:** AI-Enabled, AI-Limited, and AI-Prohibited - ensures clarity, consistency, and academic integrity across assessments. It provides a structured, yet flexible approach aligned with learning outcomes, supporting both pedagogical innovation and regulatory compliance.

**AI-Enabled** assessments actively incorporate GenAI tools into the task design, with students required to document and critically reflect on their usage.

**AI-Limited** assessments permit constrained use of AI (e.g. summarisation, grammar), with clear acknowledgement.

**AI-Prohibited** assessments restrict all AI use, preserving the integrity of tasks requiring independent thought or originality.

### This model replaces unreliable detection tools

8. It is acceptable for students to use AI to:
  - i. undertake research in order to understand a subject
  - ii. check for grammatical errors in an assessment submission
  - iii. correct grammatical errors in an assessment submission (but not to use AI to re-write / re-create the submission)
  - iv. create a structure for an assessment (except where a structure has been provided in any associated assessment guidance).
9. It is NOT acceptable for students use AI to:
  - i. insert an assessment question in its entirety and/or submit that answer as their own work
  - ii. write or re-write their assessment submission
  - iii. allow AI to impersonate them in any way.
10. If a student is suspected of unacceptable use of AI, the marker completes a detailed form (provided by Assessment Operations) on the students' assessment. This will then be investigated by the academic marking team and the Assessment team, if the outcome of the investigation still suspects unacceptable use they will be referred to the Academic Integrity Panel (AIP).

## Guidance

11. Users of AI should be aware that AI tools are:
  - i. an algorithm that is trained to produce a statistically reasonable answer. This does not mean that the results are correct, and they should always be checked
  - ii. likely to deliver incomplete results
  - iii. likely to deliver superficial answers.

Head of Assessment Operations and Customer Services, June 2025.