

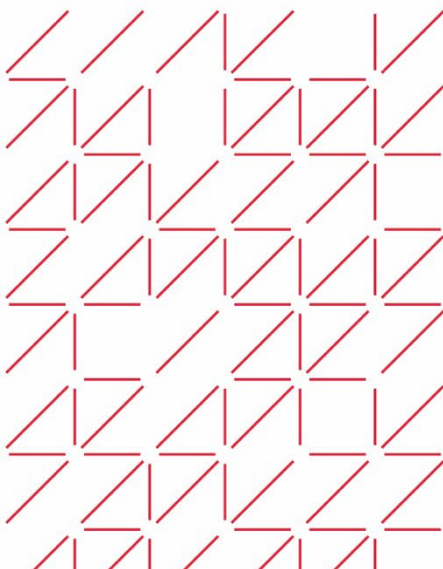
Edinburgh Napier
UNIVERSITY



**Edinburgh Napier University's Position
on Generative Artificial Intelligence
*Our Shared Commitment to Ethical and
Responsible Use***



August 2025



Introduction

At Edinburgh Napier University, we are committed to preparing our students and staff for an AI-integrated future while maintaining the highest standards and quality in learning, teaching, assessment, research, academic integrity and ethical innovation. Generative artificial intelligence (Gen AI) tools are now part of education, work, and everyday life, bringing both opportunities and challenges that we must navigate together.

As a university that prides itself on being the home of difference-makers, we believe that responsibility for the appropriate use of Gen AI is shared across our community. That's why we are a signatory to the [Scottish Tertiary Education Statement on the Use of Generative AI](#), which promotes a values-based approach rooted in human-centredness, trust, ethics, equity, environmental responsibility, collaboration, and transparency.

This document outlines to everyone in our community their responsibilities, providing clear guidance to help all of us use Gen AI effectively and ethically.

1. Our Collective Responsibilities	3
2. University Leadership	3
3. Academic Staff (Teaching).....	4
4. Professional Services Staff	5
5. Students (Undergraduate and Taught Postgraduate).....	6
6. Students (Postgraduate Research).....	7
7. The Department of Learning and Teaching Enhancement (DLTE)	7
8. Edinburgh Napier University External Stakeholders	8
9. Edinburgh Napier Students Association (ENSA)	9



1. Our Collective Responsibilities

- 1.1. We all are responsible for understanding the **ethical implications of Gen AI**, including its impacts on academic integrity, personal and institutional data, misinformation, bias, copyright, equity, and the environment.
- 1.2. Staff and students are expected to **declare when they directly use AI-generated content**.
- 1.3. DLTE provides **support and training** in Gen AI for staff and students, and we should all maintain a level of critical awareness to make informed decisions about its use.
- 1.4. Anyone processing personal data on behalf of the University is required to **comply with the University Data Protection Policy** when using any Gen AI tools.

2. University Leadership

- 2.1. The University Leadership does not require anyone – staff nor student – to use Gen AI due to ongoing concerns regarding security, reliability, reproduction of bias, inequity in access, copyright infringements, and environmental impact.
- 2.2. The University Leadership does not permit the use of Gen AI detection tools on student assessment submissions, as current technologies have proven to be unreliable, prone to bias, and we do not have students' informed consent for their use with their work.
- 2.3. The University Leadership does not permit the use of Gen AI in marking student submissions or generating feedback, unless this has been made clear to students in advance and there are other opportunities for personalised feedback from tutors.
- 2.4. The University Leadership will uphold academic integrity by ensuring that academic policies and regulations guide ethical and responsible Gen AI use by staff and students.
- 2.5. The University Leadership ensures adherence to UK GDPR legislation, including that Gen AI tools are not used for automated decision-making on individuals.

University Leadership

Policies ensure ethical Gen AI use and GDPR compliance. The University prohibits unreliable Gen AI detection tools. There is no requirement to use Gen AI, but the University Leadership will monitor developments.



- 2.6. The University Leadership is committed to maintaining transparency, data privacy, and human oversight in all AI-related processes to protect the rights and interests of our students, staff, and wider university community.
- 2.7. The University Leadership recognises that Gen AI can be a valuable and enabling tool for many, enhancing understanding, productivity and accessibility, and offering particular benefits for disabled and neurodivergent individuals.
- 2.8. The University Leadership will monitor Gen AI developments and continue to collaborate with students, staff, external partners and the sector to update our policies and guidance regularly in response to a dynamic environment.

3. Academic Staff (Teaching)

- 3.1. You have the disciplinary expertise and pedagogical experience to determine whether the use of generative AI tools will support or impair your students' learning. You have the academic freedom to decide what use of Gen AI – if any – is permitted, on individual assessments and other learning activities.
- 3.2. You are responsible for clearly informing students on your modules and programmes about what uses of Gen AI are permitted for learning tasks and assessments. You can use and adapt the 'traffic light' slide from [DLTE's Gen AI toolkit](#) to communicate to students what is and is not allowed, as per the assessment brief. Additionally, clear guidance on Gen AI use should be included in every assessment brief as per the University Assessment Policy [forthcoming].
- 3.3. Use the [Assessment Gen AI Declaration sheet](#) with students for each assessment submission.
- 3.4. You are not permitted to use external detection tools on student work, as current technologies have proven to be unreliable, prone to bias, and we do not have students' informed consent for their use.
- 3.5. You should always declare use of Gen AI in the creation of teaching materials or feedback to students.
- 3.6. You should stay broadly informed about the ethical issues with Gen AI, its impact for your discipline and professional contexts, and the evolving functionality of Gen AI tools. The University will provide CPD opportunities, and

Academic Staff tl;dr

Academic staff can decide Gen AI's role in learning but must clearly communicate its permitted use to students. Gen AI in teaching materials or feedback must be disclosed, and detection tools are not allowed. Keep up to date on Gen AI, training is provided.

you are also encouraged to engage with external networks relating to your field and professional practice.

- 3.7. You should keep in contact with relevant Professional Statutory and Regulatory Bodies (PSRB's) on developments regarding Gen AI in the professions and how learning – with and without Gen AI – is being supported in your programmes.
- 3.8. Engage in ongoing discussions and critical reflections with your programme team, subject group and Associate Dean for Learning and Teaching to identify actions for assessment redesign.
- 3.9. Employ strategies for developing students' Gen AI literacy throughout programmes.
- 3.10. You should never require students to sign-up for or use Gen AI tools, as they may have privacy, ethical and environmental concerns. Always provide an alternative means for engaging with the task (contact dite@napier.ac.uk for advice).
- 3.11. Foster critical discussions with students about the challenges and opportunities of Gen AI in their studies, and their current and future work. Seek feedback from students to understand their perspectives and experiences of using or not using Gen AI.
- 3.12. Always comply with Data Governance's **Interim Generative Artificial Intelligence (AI) & Data Protection Guidance**.
- 3.13. In a case where you suspect a student has submitted work which contains undeclared or inappropriate use of Gen AI tools, you should follow the university's academic integrity referral process and/or discuss with your School Academic Integrity Officer.

4. Professional Services Staff

- 4.1. You should comply with the **Interim Generative Artificial Intelligence (AI) & Data Protection Guidance**.
- 4.2. You should stay broadly informed about the ethical issues with Gen AI, its impact on your role and professional contexts, and the evolving functionality of Gen AI tools. The University will provide CPD opportunities, and you are also encouraged to engage with external CPD relating to your professional practice.

Professional Services Staff tl;dr

Staff should follow Gen AI guidelines, explore responsible Gen AI use, and stay informed. Extensive Gen AI-generated content must be disclosed.



- 4.3. Where appropriate, you are encouraged to explore opportunities to leverage Gen AI responsibly within your role, while ensuring you comply with the data protection guidance in 4.1.
- 4.4. You should declare any extensive use of Gen AI in communications or materials, especially where you have used it to generate new ideas or content.

5. Students (Undergraduate and Taught Postgraduate)

- 5.1. You have a personal responsibility to think critically about the ethical implications of Gen AI as part of your learning, including its environmental impact, bias, misinformation, and data privacy. Engage with MyNapier's [Artificial intelligence tools](#) pages.
- 5.2. You are responsible for ensuring your work reflects your own thinking, skills, and understanding.
- 5.3. If you use Gen AI tools in your learning or assessments, you must follow university guidance and acknowledge AI-generated content.
- 5.4. Misrepresenting AI-generated work as your own is academic misconduct and may result in an academic integrity investigation. The outcome of such an investigation may have significant implications for your future studies and negatively impact your personal development and future career prospects.
- 5.5. You should be familiar with the [Academic Integrity Regulations](#) and [Student Charter and Student Professional Standards](#)¹.
- 5.6. If you are unsure about permissible use of Gen AI in your assessments, check the Assessment Brief and ask your module leader/tutor.
- 5.7. If you are under pressure trying to complete an assessment and are thinking about inappropriately using an Gen AI tool to do it for you, you should avoid this and seek out other means of support, including your module leader/tutor, your PDT, the [Academic Skills team](#), [Wellbeing and Inclusion Team](#), [ENSA](#).

Undergrad and Postgrad Students

Students must ensure their work is their own and acknowledge direct use of Gen AI content. If unsure, ask your tutor. Think critically about Gen AI. Misuse is academic misconduct with serious consequences.

¹ The Student Charter and Student Professional Standards will be replaced by a new document for 2025/26.



6. Students (Postgraduate Research)

- 6.1. Postgraduate research is founded on the three pillars of independence, originality and significance. Ensure that any use of Gen AI in your studies does not compromise your ability to undertake research that achieves these three pillars.
- 6.2. Share your research writing with your supervisors regularly during your studies and always discuss any intended use of Gen AI with them first.
- 6.3. You have a personal and professional responsibility as a researcher to think critically about the ethical implications of Gen AI use in research, including its environmental impact, bias, misinformation, and data privacy.
- 6.4. Misrepresenting AI-generated work as your own is academic misconduct and may result in an academic integrity investigation. The outcome of such an investigation may have significant implications for your future studies and negatively impact your personal development and future career prospects.
- 6.5. Any use of Gen AI in the process and writing-up of your research should be clearly acknowledged.
- 6.6. Your final thesis should be your own work, not AI-generated content.

Students (Postgraduate Research) tl;dr

Gen AI use in research must be discussed with supervisors and properly disclosed. Theses must be the student's original work, not Gen AI-generated.

7. The Department of Learning and Teaching Enhancement (DLTE)

- 7.1. DLTE provides **guidance and resources** to academic and professional services colleagues on Gen AI in relation to learning, teaching and assessment at the University. DLTE also provides guidance and support to students on appropriate use of Gen AI.
- 7.2. DLTE provides training in Gen AI awareness, appropriate use and literacy for all staff.

DLTE tl;dr

DLTE provides Gen AI support, training and resources for staff and students. It promotes ethical Gen AI literacy through research and student partnership.

- 7.3. DLTE facilitates workshops, sharing practice sessions, online community spaces, and bespoke training on Gen AI in relation to learning, teaching and assessment.
- 7.4. DLTE collaborates with colleagues, departments and schools across the university to ensure alignment with practices, policies and strategies.
- 7.5. DLTE leads and supports research and evidence-based practice in education with Gen AI.
- 7.6. DLTE works in partnership with students to gather their experiences and opinions, and to provide Gen AI training and literacy.

8. Edinburgh Napier University External Stakeholders

- 8.1. Prospective students can trust that Edinburgh Napier University is committed to teaching Gen AI literacy through a lens of ethical and environmental responsibility, preparing our graduates to use AI critically, thoughtfully and with integrity.
- 8.2. Professional Statutory and Regulatory Bodies (PSRB's) who accredit Edinburgh Napier University programmes can be assured that our assessments and awards are robust and valid.
- 8.3. Employers and our partners can be assured that our graduates are not only skilled in the appropriate use of Gen AI but also understand its ethical dimensions, making them responsible and informed professionals.
- 8.4. We will engage with policymakers, Professional Statutory and Regulatory Bodies, the media, and the wider academic community to contribute to informed discussions on Gen AI's ethical challenges, ensuring that our approach aligns with best practices at national and international levels.

External Stakeholders

tl;dr

The University ensures Gen AI literacy with ethical responsibility. Graduates are prepared to critically engage in an AI-integrated society.



9. Edinburgh Napier Students Association (ENSA)

- 9.1. ENSA promotes and provides University guidance around appropriate use of Generative AI.
- 9.2. ENSA supports students who may be struggling with use of Generative AI by signposting to Academic Skills guidance.
- 9.3. ENSA regularly gathers the viewpoints of students on how Generative AI is being used at Napier, and how students view the changing landscape.
- 9.4. ENSA provides support to students following accusations of inappropriate use of Generative AI.
- 9.5. ENSA works in collaboration with University departments around creation of policy and guidance on the use of Generative AI.

ENSA tl;dr

ENSA supports students on Gen AI use, promotes guidance, gathers feedback and helps shape University policy.

