

Use of Generative AI (GenAI) at Westminster – Support for Academic Colleagues

The University of Westminster encourages engagement with Generative AI by students and colleagues in safe and responsible ways. It supports this through the provision of a clear [policy](#), [guidance to students](#), a range of support resources, [a code of practice for academic colleagues](#) and private and secure GenAI systems that students and colleagues can use (see Table 2 for further details).

There is a new page for 24/25 on the [student hub](#) where students can access the guidance and also a [range of resources](#) to help them understand the guidance and generative AI, including an [overview video](#) and a set of [frequently asked questions](#). There is a similar [resource page for academic colleagues](#). This page routes you through to support resources including how to access generative AI tools at Westminster and request help with their use. They include an [overview video for academic colleagues](#).

The support and guidance detailed above can inevitably be a lot for busy colleagues to take in. In Table 1 below you will see some key **Do's** and **Don'ts** about using Generative AI for the next academic year

Do's	Don'ts
Do incorporate GenAI into your curriculum where appropriate and advise students how to use it critically and ethically in your subject area.	Don't miss opportunities to educate students about the ethical issues, inherent biases, and potential limitations of GenAI use.
If you do use Generative AI in your teaching or other work, please use institutionally supported GenAI tools (e.g., Blackboard AI Assistant, Microsoft Copilot, GrammarlyGO) whenever possible to mitigate risks related to intellectual property, privacy, and copyright	Don't use GenAI to generate or modify student feedback you drafted without careful review. Any automated feedback should complement, not replace, your professional judgment and personal insights.
Be transparent with students about using GenAI in your teaching or other work linked to teaching.	Don't upload student work to any public-facing GenAI system to assess the submission's quality or to determine whether GenAI has written the student submission. In addition, do not share personal or sensitive information about yourself, students, or others when using GenAI tools, especially public-facing ones.
Do critically review and, where necessary, revise any teaching materials derived from GenAI tools before using them with students.	Don't rely solely on GenAI to prepare teaching and learning materials, interact with, or assess students.
Do stay informed about the latest developments in AI technologies, their capabilities, limitations, and responsible use.	Don't neglect to update your understanding of GenAI capabilities within the university. Failing to stay informed about the rapidly evolving field could lead to misuse or missed opportunities in your teaching practice. Login to Blackboard and access the course 'Generative Artificial Intelligence' to find out more.

Table 1

The Guidance for Students on the use of Generative AI has been refreshed for the 24/25 academic year. Some key points of this guidance are summarised below.

- ✓ GenAI can be used for non-assessed tasks and independent learning, but its use in assessed work must be disclosed.
- ✓ Students must include a statement at the top or bottom of their submission if they've used any AI-driven tools, specifying which tools and how they were used.
- ✓ Acceptable uses include grammar checks, keyword generation, outline planning, and concept explanation.
- ✓ Using GenAI to generate original content for assessments is prohibited and considered cheating unless an assessment design permits this.
- ✓ Students should be able to explain and justify their work if interviewed about their assignment.
- ✓ Specific restrictions on GenAI use may apply to certain subject areas or assignments.
- ✓ Misuse of GenAI constitutes academic misconduct and may result in penalties.
- ✓ The guidance emphasises the importance of academic integrity, proper attribution, and the learning process over sole reliance on AI-generated content.

Supported Generative AI Systems at Westminster

System or Tool	Find out More
GrammarlyGO	Short video How to Access GrammarlyGO LibGuide
Microsoft Copilot (accessed via Edge)	Westminster Guide to Copilot
Blackboard AI Assistant	Blackboard AI Assistant

Table 2

Most of the hyperlinks on this document can be accessed via the QR code below:

