Policy in relation to the safe use of Generative AI (GenAI) 2024-25

Contents

1. Introduction

1.1 This policy outlines the principles for the responsible use of Generative Artificial Intelligence (GenAI) tools in the preparation and submission of academic work. It aims to encourage the ethical and transparent use of GenAI to enhance learning and academic performance while maintaining academic integrity.

2. Purpose and Scope

2.1 The purpose of this policy is to*:*

i. Promote the innovative and effective use of GenAI tools in academic work.
ii. Ensure that students understand the ethical considerations and responsibilities associated with using GenAI.
iii. Maintain the integrity and originality of student academic work.

2.2 This policy applies to all students enrolled in courses at London College of Contemporary Arts (LCCA).

3. Definitions

Academic Integrity: Academic integrity is the commitment to honesty, trust, fairness, and responsibility in all academic work.

Academic Judgement: Academic judgement refers to the professional insight and scholarly knowledge which academic staff apply when making academic decisions. As such, this is a judgment that is made about a matter which requires the informed perspective of an academic expert. You may not complain about, or appeal against, a matter of academic judgement. E.g., a disagreement with an assessment mark or classification decision is not grounds for appeal.

Academic Misconduct: any type of misconduct that occurs in relation to a formal academic exercise. This includes plagiarism, self-plagiarism, falsification, collusion, and impersonation**.**

Academic Standards: these are the established benchmarks within higher education institutions that define the required level of student achievement, quality of teaching, and rigor of assessments for awarding degrees. They ensure consistency, fairness, and credibility across programmes, supporting the validity of qualifications and adherence to national and institutional expectations for academic excellence.

AI Steering Group (AISG): the College's taskforce set up to inform the creation, improvement, and implementation of AI-related policies, guidance, teaching and learning.

Learning Outcomes: Statements of what a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

General Data Protection Regulation (GDPR): A regulation under UK law that, together with the Data Protection Act 2018, sets guidelines for the processing and protection of personal data of identifiable living individuals. It is the main piece of legislation that governs the protection of personal data in the UK.

Generative AI (GenAI): Generative AI refers to a rapidly developing field of technology that can be used to create new content by learning patterns from existing data or information. This technology essentially mimics cognitive functions to perform a variety of creative endeavours and tasks, often involving text, images, audio and code, which would usually require human intelligence.

Plagiarism: Plagiarism means using someone else's work or ideas as your, whether intentionally or unintentionally. Plagiarism also encompasses a student using their own work where it has already been submitted for assessment in another module or course of study, includes the use of generative artificial intelligence tools to generate content without appropriate acknowledgment of the source. Plagiarism may be detected through the submission of work through an online detection system such as Turnitin, or through academic judgement (such a judgement must be evidence based).

Quality Assurance Agency for Higher Education (QAA): an independent body supporting higher education providers in the UK and abroad in maintaining and enhancing quality and standards.

Scope: This term identifies who and/or what is affected by a policy or procedure.

Viva voce (or viva): an oral examination, typically for the assessment of a PhD candidate or to clarify a student's coursework on any other award. These are normally conducted by both internal and external examiners.

Quality Assurance Team: the professional service at LCCA responsible for overseeing the assurance and maintenance of the College's academic standards and the quality of its academic provision to ensure it meets agreed expectations, including those of its academic partnerships, for example by approval, monitoring and review of modules and courses.

4. What is Generative AI?

4.1 Generative AI (GenAI) includes machine-based tools that are designed to automatically generate various forms of content—including text, graphics, data, code, images, audio, and video—based on user inputs such as questions, prompts, or other media. These tools generate human-like outputs, such as written responses, software code, or creative designs. The Quality Assurance Agency for Higher Education (QAA) defines GenAI[1] as:

> "Generative AI is artificial intelligence capable of generating text, images, or other media, using generative models. Generative AI models learn the patterns and structure of the initial data they contain and then generate new data that has similar characteristics."

5. Ethical Considerations

5.1 When engaging with Generative AI (GenAI) technologies, users (students, employees, research participants, data subjects or researchers) must carefully consider the ethical and legal implications of their work. It is important to recognise that GenAI can produce content that may be harmful, misleading, biased, or discriminatory. As such, GenAI should under no circumstances be utilised in ways that foster discrimination, bias, or harm. The following ethical principles will govern the use of GenAI within LCCA:

5a. Fairness: GenAI should be used in a manner that ensures equitable treatment for all users and participants, avoiding any actions that may result in unfair conditions.

5b. Transparency: The use of GenAI must be as transparent as possible in all scenarios. Users should have a clear understanding of how the technology and its algorithms are being utilised, including whether and how institutional data is involved. It is essential to explicitly inform users when GenAI is in use, as well as the reasons and purposes for its application.

5c. Accountability: Individuals who use or implement GenAI are expected to act with professionalism and take responsibility for any intentional or potential misuse or harm that may arise.

5d. Respect for Privacy: The use of GenAI must uphold user privacy. Personal data should not be collected, stored, accessed, or shared without explicit consent. This includes refraining from generating representations of others in any form—whether in images, videos, audio, or text—without their permission.

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[1] https://www.qaa.ac.uk/membership/membership-areas-of-work/generative-artificial-intelligence#:~:text=Generative%20AI%20is%20artificial%20intelligence,data%20that%20has%20similar%20characteristics.

5e. Inclusiveness: GenAI tools and should empower all individuals, actively working to prevent any form of discrimination.

5f. Reliability: Outputs generated by GenAI tools and subsequently used in academic work should strive to be as truthful and reliable as possible.

6. Academic Integrity and Acceptable Uses of Generative AI

6.1 Academic integrity is the foundation of trust in higher education, and means upholding honesty, fairness, and respect for others' work in all aspects of academic life. For students, this means producing work authentically, acknowledging sources, and following ethical guidelines in assessments, research, and collaboration. This integrity upholds the value of your qualifications and supports a fair academic environment and ensures that achievements genuinely reflect a student's effort and learning. UCA's Academic Misconduct Regulations and Procedures[2] (Section 3) outline the principles of Academic Integrity; LCCA encourages students to familiarise themselves with these principles.

6.2 As a guiding principle, you are permitted to use GenAI tools to support your learning journey, but not to falsify or generate entire bodies of work for assessment unless this has been expressly outlined in specific assessment guidance and instruction. You can leverage GenAI to deepen your understanding, boost your skills, and help you achieve your Learning Outcomes, preparing you for success in your future career. However, using GenAI to misrepresent your work or violate assessment guidelines not only undermines these benefits but also compromises your personal and academic integrity.

6.2 Generally, using GenAI tools for preliminary research on an assignment is considered acceptable practice. However, these tools should not be relied upon as the sole source of information. GenAI tools should not be considered academic sources as they do not provide fact-checked content and can often reflect inherent biases in the information they generate. Moreover, GenAI output often imitates and condenses existing content, frequently failing to accurately cite the sources from which this content is obtained. Therefore, it is crucial that students incorporate academic and trusted disciplinary-specific sources when developing their work.

6.4 If LCCA suspects that GenAI technologies have been used during the assessment submission process without appropriate acknowledgement, then it reserves the right to invite the student to attend a viva voce (oral examination) to explore the student's understanding of their submission.

7. Prohibited Uses of Generative AI

7.1 The misuse of GenAI software aligns with existing forms of academic misconduct beyond the realm of AI. It is unacceptable for students to use this technology to bypass assessment requirements or to generate entire assignments that they then present as their own original work. The obligation to declare, cite, reference, and reflect on the use of GenAI is intended to prevent students from simply leveraging the technology to produce work they falsely claim as their own.

[2] UCA Academic Misconduct Regulations (see 'Principles of Academic Integrity' section 3.6): https://uca.assetbank-server.com/assetbank-uca/assetfile/69596

A student who fails to disclose their use of GenAI, neglects to cite or reference it, or does not critically reflect on its outputs may be attempting to conceal that the work is not their own.

i. **Examinations and Assessments:** The use of GenAI tools is strictly prohibited during examinations and in assessments where the use of such tools is explicitly restricted.

ii. **Misrepresentation:** Presenting AI-generated work as entirely one's own without proper attribution and disclosure is considered academic misconduct.

iii. **Unauthorised Tools:** Using GenAI tools not approved by the institution or subject areas for specific assignments without explicit instruction. Specific guidance can be obtained from the individual subject areas.

8. Generative AI and Academic Misconduct

8.1 GenAI can be a valuable resource in the developmental stages of your work. However, you must not submit unaltered GenAI content as your own work for assessment, unless explicitly allowed by your course or assessment brief. If you are unsure about the permitted use of GenAI in your assignments, please consult the relevant faculty member or Course Director for guidance.

8.2 When using GenAI tools, it is important to understand that improper use may constitute academic misconduct. Whilst GenAI tools have the potential to enhance teaching and learning, the use of these tools (i.e., ChatGPT, Claude, DeepSeek, etc) with the intent of presenting the output as your own may constitute as academic misconduct. UCA's Academic Misconduct guidance[3] states:

> *'Where you include material created by artificial intelligence or a support service such that compromises the authenticity of your submission, it will usually be considered as commissioned work from a third party.*
>
> *Where your material is edited on your behalf by a technology, software or service such that it compromises the authenticity of your submission, it will usually be considered collusion with a third party'*

8.3 Students who misuse GenAI tools, as detailed in this document, any applicable LCCA Academic Integrity Statements, and UCA's Academic Misconduct Regulations and Procedures may face significant penalties for academic misconduct. Penalties are outlined in UCA's Academic Misconduct Regulations and Procedures. The College treats academic misconduct very seriously, and penalties can range from mark reductions to the termination of studies.

[3] UCA Academic Integrity and Technology (see 'Principles of Academic Integrity' section 3.5 – 3.6): https://uca.assetbank-server.com/assetbank-uca/assetfile/72537.pdf

9. Responsibilities of Students

9.1 Students must consider and employ the following principles:

i. **Originality:** While GenAI can assist in the creation process, the final submission must reflect the student's original work and understanding. AI-generated content should be reviewed, edited, and supplemented with the student's own insights.

ii. **Disclosure:** Students must disclose the use of GenAI in their assignments, specifying which tools were used and how they contributed to the final submission.

iii. **Attribution:** Any AI-generated content must be appropriately attributed. If GenAI tools have significantly contributed to the creation of the content, this must be clearly indicated in the submission.

9.2 UCA's Academic Misconduct Regulations[4] state the following:

'Students are required to declare if they have used AI, technologies or proofreading services for legitimate purposes in the creation of their work.'

As such, students must ensure that they:

- Reference the GenAI tool used, and the content obtained
- Apply quotation conventions where the text has not been altered
- Clearly identify paraphrased or summarised material
- Where appropriate, outline the method/prompt and information gathered via the GenAI tool
- Where appropriate, explain how the GenAI content has been reused within the assessment.

9.3 **Ethical Use**[5]**:** Students must ensure that the use of GenAI adheres to ethical standards. This includes avoiding plagiarism, fabricating data, and misrepresenting AI-generated content as entirely their own work.

See UCA's Academic Misconduct Regulations and Procedures

9.4 **Data Protection:** Students and staff engaging with GenAI technologies are responsible for adhering to the institution's Data Protection Policy. In line with the UK General Data Protection Regulation (GDPR) and the Data Protection Act (DPA) 2018, it is crucial to avoid submitting sensitive or personal data unless necessary and when adequate safeguards are in place. Users must remain vigilant about the information they input into GenAI systems, refraining from sharing personally identifiable information, sensitive data, or any other content that could breach privacy rights or result in unethical practices.

[4] UCA Academic Misconduct Regulations (see 'Principles of Academic Integrity' section 3.6): https://uca.assetbank-server.com/assetbank-uca/assetfile/69596

[5] Foltynek, T., Bjelobaba, S., Glendinning, I. *et al.* ENAI Recommendations on the ethical use of Artificial Intelligence in Education. *Int J Educ Integr* **19**, 12 (2023). https://doi.org/10.1007/s40979-023-00133-4

10. Responsibilities of London College of Contemporary Arts

10.1 Inspired by the Russell Group's work[6] (2023), LCCA's approach to understanding its responsibilities to staff and students is shaped by the following core principles:

- The College is committed to helping both students and staff develop AI literacy, ensuring everyone is prepared to navigate and utilise these technologies effectively.
- The College must equip staff with the knowledge and resources needed to guide students in the responsible and effective use of GenAI tools, enhancing their overall learning experience. Any training should highlight the effective usage, data privacy, recognition of algorithmic biases, awareness of ethical considerations, and other critical topics essential to responsible engagement with generative AI.
- Teaching and assessment methods will be reviewed as required to reflect the ethical and responsible use of GenAI, promoting fair and inclusive access for all students. Where there is no such guidance, each assessment/assignment should specify whether the use of GenAI tools are permitted, and how its use should be acknowledged by students.
- The College will support students in understanding and meeting the standards of academic integrity and rigor, ensuring that all students can contribute to maintaining a fair and trustworthy academic community.
- The College will actively collaborate with other institutions to share best practices and stay at the forefront of integrating GenAI into education as the technology and its applications continue to evolve.

11. Support and Resources

11.1 If students are unsure whether something is permissible in relation to GenAI technologies, or are unsure how to appropriately acknowledge its use, they should always seek guidance from faculty or other appropriate academic or professional staff.

11.2 Students are encouraged to seek guidance on the ethical and responsible use of GenAI from:

1. In-class / College instruction
2. Academic Staff and Professional Services

12. Monitoring and Auditing

12.1 LCCA will regularly review GenAI usage to inform the work of the College's AI Steering Group (AISG) and to ensure this policy continues to align with the evolving approach to AI technologies in higher education. Any academic work included in these reviews (i.e., as case studies) must remain strictly anonymous. Relevant departments, such as Quality Assurance, Blended Learning and specific subject areas may perform audits to evaluate compliance with ethical standards and to identify opportunities for enhancement.

[6] 'New principles on use of AI in education' https://russellgroup.ac.uk/news/new-principles-on-use-of-ai-in-education/

13. Review and Updates

13.1 This policy will undergo a formal annual review to ensure it stays current with technological developments and changes in legislation. Given the change of pace in Generative AI, it is likely that LCCA's policy will be updated frequently as is necessary to maintain standards. Suggestions for updates or enhancements can be directed to the Quality Assurance Team or the relevant Academic College Committees (for teaching-related concerns), or the Professional Services Committees (for corporate services matters).

14. Policy Approval and Implementation

14.1 This policy has been approved by the Academic Board and will be executed in collaboration between academic teams, professional services departments, and relevant support services.

15. Related Documents and Guidance

UCA's Academic Misconduct Regulations and Procedures
UCA Types of Misconduct Explained
UCA's Academic Integrity Glossary
UCA's Academic Integrity and Technology (GenAI)
Appendix A Guide to Referencing GenAI [to follow]
Appendix B1 Academic Misconduct Report Form [to follow]
Appendix B2 Academic Misconduct Appeal Form [to follow]
Appendix C Overarching Procedure Flowchart [to follow]
Annex I GenAI Guidance for Students [to follow]
Annex II Guidance for Students (accused of academic misconduct) [to follow]
Annex III Guidance for Assessors (Academic Staff) [to follow]
Annex IV Guidance for Course Directors [to follow]
Annex V Guidance for College Registrar [to follow]
Annex VI Guidance for Committees and Boards [to follow]

16. Conclusion

16.1 This policy aims to integrate GenAI tools into the academic environment responsibly and ethically. By adhering to these guidelines, students can enhance their learning experience while maintaining academic standards and academic integrity.

16.2 For questions or further clarification, please contact the Quality Assurance Team via quality@lcca.org.uk.

Key Information	
Version	V1.1
Approved By	Academic Board
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Owner	Quality Assurance
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Version Control

Version	Author	Date	Summary of Changes
Draft V 0.1	Blended Learning Technologist; QA Manager	30-09-2024	First draft
Draft V 0.2	QA Manager	18-10-2024	Feedback incorporated from faculty members
Draft V 0.3	QA Manager	29-10-2024	Revised order of sections
Version 1.0	QA Manager	14-01-2025	Removed final draft commentary, updated UCA Academic Misconduct Regs link
Version 1.1	QA Manager	13-02-2025	Updated section numbers Updated 8.2 to reflect UCA's updated guidance in relation to Academic Misconduct. Updated 9.2 to reflect UCA's updated regulations. Moved 11.1 to 11.2 Added detail regarding where students should seek support if in doubt (11.1). Updated links across document to reflect updated UCA regulations and guidance documentation.