



## Principles for the use of Generative AI (GenAI) at Glasgow Caledonian University

| Document Control Table     |                                                                                                                                                                 |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prepared by                | Director of Library Services                                                                                                                                    |
| Approved By                | Version 1.0:<br>Information Governance Committee<br>(06/05/2025)<br>Senate (04/06/2025)<br>Version 2.0:<br>VCET (11/09/2026)                                    |
| Source location            | edshare.gcu.ac.uk                                                                                                                                               |
| Publication on GCU website | 14/09/2026 (Version 2.0)                                                                                                                                        |
| Review Date                | 14/09/2027                                                                                                                                                      |
| Other documents referenced | <a href="#">Code of Student Conduct</a><br><a href="#">Information Classification and Handling Policy</a><br><a href="#">Data Protection and Privacy Policy</a> |
| Related documents          | Scottish Tertiary Education Sector statement on the use of generative artificial intelligence (GenAI)                                                           |

| Version Control Table |             |        |                    |
|-----------------------|-------------|--------|--------------------|
| Version Number        | Date issued | Author | Update Information |

|     |            |                              |                              |
|-----|------------|------------------------------|------------------------------|
| 1.0 | 25/08/2025 | Head of Library Services     | First published version      |
| 2.0 | 14/09/2026 | Director of Library Services | Revised and expanded version |

## 1. Introduction

- 1.1. The University supports the use of GenAI for business and academic purposes, embracing the efficiencies and opportunities it brings. However, the University also recognises the regulatory, ethical, and privacy risks associated with GenAI.
- 1.2. All staff and students are encouraged to explore and understand the opportunities, limitations, and risks of GenAI, while adhering to the core principles of responsible use outlined in these principles.
- 1.3. Users remain accountable for all decisions, actions, and outputs arising from their use of GenAI. GenAI should support, rather than replace, human judgement, professional expertise, critical thinking, or appropriate decision-making.
- 1.4. Any use of GenAI must comply with University policies, information security requirements, and professional standards.

## 2. GCU principles for the responsible use of GenAI

- 2.1. GCU believes that GenAI should be viewed as a tool to augment human capabilities and enhance efficiency, rather than a replacement for professional judgement, critical thinking, creativity, or human decision-making.
- 2.2. Recognising both the opportunities and challenges presented by GenAI, the University's approach will be grounded in our [values](#) of integrity, creativity, responsibility, and confidence.
- 2.3. It will be guided by the following principles from the Scottish Tertiary Education Sector statement on the use of generative artificial intelligence (GenAI) ([Appendix A](#)).
- 2.4. In applying these principles, the University will:
  - 2.4.1. Support staff and students to develop critical and practical AI literacies.
  - 2.4.2. Seek to promote accessibility, inclusion, and equitable access.
  - 2.4.3. Encourage purposeful and proportionate use of GenAI.
  - 2.4.4. Identify, mitigate, and respond to potential harms.

## 3. University supported GenAI tools

- 3.1. The University supports and provides access to a suite of GenAI tools for work, study, teaching, research, and other approved activities.
- 3.2. Use of University supported GenAI tools remains subject to these principles and relevant University policies.
- 3.3. Users must access University supported GenAI tools using their University provided credentials. This helps ensure that appropriate enterprise-level data protection and information security safeguards apply.
- 3.4. University supported GenAI tools do not remove the need for users to comply with these principles, University policies, professional standards, and applicable legal obligations. Users remain responsible for the information they provide to any tool and for reviewing, verifying, and appropriately using any output.
- 3.5. The University supported GenAI tools available to staff and students may change over time. Users should refer to current University guidance before adopting a tool and

should remain aware of updates to approved tools, access arrangements, and conditions of use.

#### 4. Other publicly available GenAI tools and AI systems

- 4.1. Users must exercise caution when using publicly available GenAI tools. They should be aware that information entered into these tools may be stored, used for training, or shared online.
- 4.2. Publicly available GenAI tools may only be used with publicly available data. They must not be used for working with University information, personal data, confidential information, University intellectual property, or material subject to copyright or licence restrictions.
- 4.3. AI agents, agentic AI systems, and AI browsers may be capable of taking actions autonomously or accessing multiple systems and data sources. Users must not connect such tools to University systems or services without appropriate University approval and safeguards.

#### 5. Ethical and safe use of GenAI

- 5.1. Users should remain alert to the risks of over-reliance on GenAI. Excessive use may reduce opportunities to develop, maintain, or apply critical thinking, independent learning, problem-solving skills, professional judgement, and subject expertise.
- 5.2. GenAI should be used to support work and learning, rather than to avoid meaningful engagement with complex tasks. It should not be used as a substitute for professional judgement, seeking appropriate expert advice, or undertaking independent learning.
- 5.3. Users should consider the moral, cultural, and social implications of GenAI outputs. Content generated by GenAI may not reflect the values, context, language, or needs of all communities and must be reviewed with appropriate care and respect for diversity.
- 5.4. Users should be aware that GenAI systems may reproduce or amplify biases present in their training data or design. Outputs should be reviewed for potential bias, discrimination, or unfair impact, particularly where they may affect individuals or groups protected under equality legislation.
- 5.5. Users should use GenAI purposefully and consider the environmental and social impacts associated with its development and use. Where appropriate, users should use lower-impact alternatives, including smaller or University hosted models, where these can meet the required need.
- 5.6. Users must not use GenAI to create, facilitate, distribute, or support harmful, deceptive, abusive, discriminatory, or non-consensual content. This includes content that may cause harassment, intimidation, reputational harm, or safeguarding risks.
- 5.7. GenAI cannot replace structured mental health, wellbeing, medical, safeguarding, or crisis support. Users should access appropriate University and external support services where required.

## 6. Data protection and security

- 6.1. All use of GenAI tools must comply with the University's obligations under the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018.
- 6.2. All GenAI tools must be used in accordance with the University's [Data Protection and Privacy Policy](#), [Information Security Policy Framework](#), and other relevant University policies.
- 6.3. GenAI chat histories, prompts, outputs, decisions, and information created or used for University business constitute University records and are subject to records management and Freedom of Information requirements.
- 6.4. University supported GenAI tools must not be used with highly confidential information, as defined by the University's [Information Classification and Handling Policy](#).
- 6.5. Users must not share University usernames, passwords, or other login credentials with any GenAI tool, AI agent, agentic system, AI browser, or third party.
- 6.6. Before using GenAI-generated code in University systems, services, teaching, or research, users must review and test it. Where appropriate, they must also undertake a security assessment.

## 7. Intellectual property and copyright

- 7.1. Users must not input University intellectual property or copyrighted material into publicly available GenAI tools that are not University supported.
- 7.2. Users should be aware that the copyright status of GenAI-generated content may be unclear or may reside with the service provider. Users must ensure that they have the necessary rights, permissions, and licences for all material they input and for any resulting output they may use.

## 8. Transparency, integrity, and human oversight

- 8.1. Users must verify the accuracy, currency, appropriateness, and relevance of any GenAI content before using, relying on, or sharing it.
- 8.2. GenAI outputs may be inaccurate, incomplete, biased, inappropriate, or misleading. Users must therefore apply their own judgement and appropriate subject expertise when using any GenAI output.
- 8.3. Users must not rely solely on GenAI outputs for decisions affecting individuals or groups. Appropriate human oversight, accountability, and, where necessary, specialist advice must be applied.
- 8.4. Users remain responsible for all content created, edited, published, or submitted with the assistance of GenAI, irrespective of the extent to which GenAI contributed to its production.
- 8.5. Users should be transparent about whether and how GenAI has been used where this is relevant to colleagues, students, collaborators, funders, publishers, conference organisers, regulators, or the public.

- 8.6. Users must verify any references, citations, quotations, statistics, or claims generated by GenAI against reliable original sources before presenting or relying on them as accurate.

## 9. GenAI in assessment, research, and University services

- 9.1. Users remain responsible for ensuring that materials produced with the assistance of GenAI meet applicable accessibility requirements.
- 9.2. The University does not currently advocate the use of checking tools to detect students' use of AI. Such tools cannot reliably establish authorship or provenance and may incorrectly classify human or AI-generated content. Where AI misuse is suspected, staff should follow the [Code of Student Conduct](#).
- 9.3. All use of GenAI in assessments must comply with the [Code of Student Conduct](#) and any relevant assessment guidance.
- 9.4. Users must be aware of, and comply with, any age, consent, and account restrictions that apply to a GenAI tool, particularly where users are under the age of 18.
- 9.5. Research involving GenAI must follow the relevant University research ethics and governance processes. This includes reproducibility, authorship, peer review, data protection, intellectual property, and applicable requirements set by research funders, publishers, conference organisers, and the University.
- 9.6. The introduction, procurement, trial, or material change of a GenAI tool within a new or existing University system or service must be treated as a new use of GenAI. This includes new GenAI functionality introduced within an existing product or service. The relevant University approval, risk assessment, and governance procedures must be completed, and any GenAI functionality must not be enabled by default without these procedures being completed.

## 10. Reporting concerns and review of principles

- 10.1. The University will support staff and students to identify, mitigate, and appropriately report concerns relating to GenAI.
- 10.2. Concerns about student GenAI misuse or suspected unethical use of GenAI should be investigated in line with the [Code of Student Conduct](#). All other concerns should be reported promptly to a line manager or the [IT Helpdesk](#).
- 10.3. Recognising the rapidly evolving nature of GenAI and the associated legal and ethical landscape, these principles will be regularly reviewed and updated.
- 10.4. The University welcomes feedback on these principles. Staff and students should contact the [IT Helpdesk](#) with comments on their experiences of GenAI or suggestions for improving these principles.

# Appendix A

## Scottish Tertiary Education Sector statement on the use of generative artificial intelligence (GenAI)

### Preamble

This sector statement of principles in the use of GenAI is adapted from the ScAITEN statement of principles on use of GenAI in learning, teaching and assessment, under the terms of the Creative Commons licence of the ScAITEN statement.

While the impact of generative artificial intelligence (GenAI) on education transcends borders and national contexts, the Scottish tertiary education sector is uniquely positioned to act collaboratively and with agility on establishing and implementing principles which align with long-standing values of education for all, the shared common good and social justice.

Taking an enhancement-led approach to exploring the implications of GenAI on learning, teaching, assessment and research will enable us to address the potential impact on the learner journey, from start to finish, and our responsibilities to wider society.

We, the supporting institutions, organisations and individuals who work and study in the Scottish tertiary education sector, recognising the opportunities and challenges that developments in GenAI present, agree that our position in relation to the use of generative AI will be guided by the following principles.

- Human-centred
- Agency
- Trust
- Ethical
- Equitable
- Environmentally responsible
- Collaboration
- Openness
- Transparency
- Safety



Furthermore, we invite individuals and organisations, such as student representative bodies, funding councils, agencies, GenAI developers and companies, and governments, within and outwith Scotland, to collaborate with us in exploring the role of GenAI in tertiary education, as well as to endorse these principles.

### Principles

#### Human-centred

We value the individual and collective humanity of those who use, develop, train and are impacted by GenAI.

- We will ensure that our actions and decisions are evidence-based, and informed by compassion, equity, ethical and environmental responsibilities, and a commitment to the common good.
- We acknowledge that GenAI can provide efficiencies in work and study. Where appropriate we will support staff and students to utilise these to achieve fulfilment in their work and studies.
- We will introduce any changes at a scale and pace which limits negative impacts on wellbeing, supports long-term planning, and positive outcomes.

## Agency

We believe that individuals should be empowered to make informed decisions through discussions about GenAI.

- We advocate that everyone who works and studies in the Scottish tertiary education sector develops their understanding of GenAI, and critical and practical AI literacies as it relates to their context.
- We emphasise the importance of engaging with GenAI critically, approaching it with curiosity.
- We encourage everyone to make informed decisions about whether or not to use GenAI, when it may be appropriate to do so, and to continue to reflect on these decisions and the impact of them.

## Trust

We recognise the importance of trust between peers, colleagues, students and staff, and within and between institutions.

- We commit to founding our actions relating to generative AI in this shared trust.
- We encourage authentic practice and the importance of acknowledging generative AI outputs and modifications.

## Ethical

We acknowledge the ethical complexity of GenAI and commit to using GenAI with integrity, and for the public good in keeping with the shared values of the Scottish tertiary education sector.

- We will educate and seek to address any ethical issues created by the training and development of GenAI, particularly in terms of equity, copyright, intellectual property, privacy and data protection/governance; and will advocate for ethical future developments.
- We will support all staff and students to understand the specific issues which GenAI creates in relation to research integrity and ethics e.g. in relation to reproducibility, peer

review and authorship.

- We will ensure that any engagement with or use of GenAI complies with our legal responsibilities.

## Equitable

We recognise that we operate in a globally connected world with a diverse population.

- We will make sure that any decision about development or use of GenAI appropriately identifies any potential impact on equity and will act to address this.
- We will seek to provide equity of opportunity, access, use and impact of GenAI.
- We acknowledge the inherent issues with bias and inappropriate materials from some models of GenAI, and the harms caused by these, and will seek to challenge and safeguard against the harms or potential misuse as appropriate.

## Environmentally responsible

We acknowledge that the development of GenAI has emerged in a time of climate crisis and that all technologies, including GenAI, have an environmental impact.

- We will educate ourselves and others about the evolving environmental impact of the development and use of GenAI.
- We will make decisions informed by our environmental responsibilities, the importance of sustainable development and taking account of the most effective and efficient practices.

## Collaboration

We value learning with and from each other, and how this can enhance and support our individual and collective development.

- As institutions, we commit to working together on GenAI (where relevant) and sharing our practices.
- We commit to working with students as partners in exploring the role and impact of GenAI in education and research.

As a sector we will work together to lobby technology suppliers to provide AI products which are ethical, equitable and environmentally responsible.

## Openness

We maintain that open communication, sharing of knowledge, research, practices and educational resources benefits education and society.

- We will uphold the values of open practices in any development and use of GenAI.

- Where appropriate, we will share our knowledge and publications openly across the tertiary education sector and wider society.
- We will use our research and innovative practices in GenAI to lead academic, educational and policy debates on GenAI to positively influence its use in society.

## Transparency

We understand that we have a duty to act visibly, predictably and understandably to promote participation and accountability in relation to GenAI.

- We commit to transparent institutional and personal decision-making.
- We will seek transparency from developers, platforms and companies in our selection and procurement of GenAI.
- We will be transparent about whether and how GenAI may be used by students and staff.

## Safety

We will seek to safeguard students and staff from harm from GenAI.

- We will ensure that staff and students are aware of the potential harmful GenAI outputs, such as disinformation, exposure to inappropriate material, and how to mitigate these.
- We will use our risk management frameworks to acknowledge and address risk / benefit trade-offs when creating, using or investing in GenAI.
- We will educate all staff and students on how to identify and escalate any issues or risks relating to GenAI e.g. data protection breach, harm caused by bias, safeguarding risks.

## Review

Recognising the rapidly developing nature of GenAI, we will review our understanding, policies and practices regularly in light of emerging evidence, societal impact, and technological change.

## References

These principles build on the [Russell Group Principles on the use of Generative AI tools in education](#), the [Scottish Open Education Declaration](#) and align with the [Sustainable Development Goals](#) and the [ALT Framework for Ethical Learning Technology](#).