UNIVERSITY OF PORTSMOUTH

AI GUIDANCE FOR TEACHING STAFF

October 2025

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Document title	
AI Guidance for Staff	
Document author and department	
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Approving body	
UEB	
Date of approval	
14 October 2025	
Review date	
14 October 2026	
Edition no.	
2	
ID Code	
266	
Date of effect	
15 October 2025	
For a) public access online internet or b) staff only intranet?	A
External queries relating to the document to be referred in the first instance to the Corporate Governance team: email corporate-governance@port.ac.uk If you need this document in an alternative format, please email corporate.communications@port.ac.uk	

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Summary

What is this document about?

To summarise the University's current position on Generative Artificial Intelligence (AI) and guide its use in learning, teaching and assessment.

Who is this for?

UoP staff. A student-friendly version of this document will be produced separately.

How does the University check this is followed?

This is information for guidance only. It is the responsibility of each member of staff to apply the guidance appropriately and feedback will be taken into consideration in it review.

Who can you contact if you have any queries about this document?

For queries: **cadi@port.ac.uk**
For more information: **cadi.port.ac.uk**

Executive summary

This guidance sets out the University of Portsmouth's position on generative AI in learning, teaching and assessment. It encourages staff to educate themselves about and embrace AI rather than attempt to police or ban its use. The goal is to enhance academic practices, maintain integrity and support authentic learning and rigour, not to "AI-proof" our practices or instruments. Aligned with the principles of the Connected Curriculum, this guidance is designed to support the transition to, and establish general direction of travel towards, contemporary, inclusive and authentic module assessment strategies.

The central question is: ***do our module and course assessment diets provide credible evidence that each student has authored the work produced, achieved set learning outcomes, and can demonstrate mastery of the work they submitted?***

To achieve this, the University recommends **Track A (Hybrid) (see Table 1)**, a blended assessment model combining synchronous and asynchronous elements, as the preferred approach. We acknowledge that this cannot be achieved immediately. However, over time, purely asynchronous "take-home only" assessments will become a very limited part of our assessment diet, in line with Table 1, due to concerns about authenticity, authorship and verification.

AI use, where it is permitted, should be acknowledged, not referenced, with students required to submit a short statement outlining how AI supported their work, in line with this acknowledgement. The University will also expect colleagues to encourage students to reflect carefully on their use of AI.

Staff are encouraged to co-create assessments with students, design tasks that reflect real-world skills, and consider workload implications. Use of AI tools for marking student work is not currently permitted due to data protection and integrity concerns, although this position will be reviewed regularly.

This guidance is a living document, aligned with the Connected Curriculum and subject to regular review. Support, training and resources are available through CADI to help staff adapt to this evolving landscape. Faculty leadership teams are asked to encourage engagement with training and development in this area.

Statement of intent

By the end of the 2027-28 academic year:

1. All colleagues are proficient in a range of AI tools and their pedagogical uses;
2. All assessments are of types that either embrace AI as a legitimate and ethical tool that contributes to learning, or exclude the use of AI, where appropriate, in line with Table 1;
3. Students are confident in their use of AI;
4. The University has an academic conduct environment that supports student development and understanding of the use of AI tools.

AI in learning, teaching and assessment: key points for staff

Core principles

- Educate and embrace AI use – don't police or ban it.
- AI should enhance, not replace academic practices or roles.
- Focus on learning and authenticity, not detection or suspicion.
- (Co-)design assessments to integrate AI transparently and ethically.
- Our summative assessments should provide credible evidence that each student has achieved learning outcomes, authored their own work, and can demonstrate mastery of the work they submitted

Assessment guidance (Table 1)

- Track A (hybrid): the preferred model, meaningfully combining real-time and take-home elements.
- Track B (in-person only): permitted where aligned with the University's position on exams.
- "Asynchronous only" assessments (e.g., essays, reports, dissertations, i.e., instruments that students complete in their own time): permitted only in 15-credit modules.

AI and student work

- Students must acknowledge, not reference, AI use in submissions.
- An acknowledgement on AI use is required with each asynchronous assessment submission.

Staff use of AI

- AI tools must not currently be used to upload student work.
- AI detection tools must not be used, as they are currently unreliable and often misleading.
- AI tools must not currently be used for the purposes of marking and feedback.
- Staff can use AI for personal productivity, idea generation, etc., but not with identifiable student data.

Support & training

- Training, examples, self-study short courses and case studies available via CADI.
- Workshops and resources cover creative classroom use, assessment design, ethics and integrity.
- Where colleagues are unfamiliar with the potential uses of AI, the University expects to see training and development as a specific PDR objective.

Living document

This guidance is regularly updated. Always consult the latest version and apply with professional judgement.

Queries: **cadi@port.ac.uk**
More information: cadi.port.ac.uk

UNIVERSITY OF PORTSMOUTH

Detailed guidance

Principles

- Educate and embrace, not police AI use.
- Enhance, not replace practices or roles.
- Focus and take action on the absence of learning, rather than the possible presence of misconduct.
- Through effective learning and assessment design, augment learning opportunities and preserve academic integrity and rigour.
- Co-creation is key: staff and students co-create and build resources, assets and assessments using relevant academic resources and generative AI as integral components.

Guidance: the basics

In the context of Portsmouth's Connected Curriculum (CC) and in the age of AI, there is little choice but rethink and redesign many of our classroom activities and assessments. Our aim is not to make tasks "AI-proof", but to:

(a) give students maximum chances to demonstrate their achievement of learning outcomes (with agreed use of AI where appropriate), and

(b) to ensure quality, standards and academic integrity are maintained.

- It is not possible to fully "design AI out", even if we wanted to, which we don't. "AI-proofing assessments" or even worse, "banning AI" would be a futile exercise.
- Asynchronous work, i.e., what individuals do in their own time, is particularly exposed to extensive AI use.
- Formative and summative assessments should focus on authenticity, creativity, credibility and rigour. We should align our module learning strategies and assessment design with those concepts.
- Where possible, assessments should include a balanced diet and meaningful interplay between synchronous (real-time) and asynchronous components.
- Assessment choice should be integral to assessment design wherever possible.
- AI detectors are not currently reliable or desirable. At the time of writing, the University does not allow their use.
- So-called "traffic lights guidance", used by some institutions, is often misleading and confusing. This document suggests an alternative approach, as outlined on page 10.

Reluctance and apprehension

Many academics across the sector currently view AI almost exclusively through the lens of academic integrity. While this is understandable, it can become a barrier to more creative and constructive engagement with AI in teaching, learning and assessment. For instance, some colleagues suggest allowing AI for certain parts of an assignment but not others. This approach risks confusing students and implies that AI use can be neatly compartmentalised, and its use policed.

Students and staff may feel generally fearful or apprehensive about the use of large language models and AI technologies. The reasons can be multi-faceted, but often include:

1. Fear of an unknown new technology.
2. Lack of skill or experience in its use.
3. Risk of wrongdoing, including academic misconduct and other potential consequences of "being caught".
4. General resistance to something that dramatically challenges the status quo.

The University is committed to protecting academic integrity and academic rigour. The intention of this guidance is to encourage colleagues and students to engage with AI in constructive, appropriate and effective ways.

Referencing versus acknowledging AI sources

It is important to distinguish between acknowledging and referencing the use of generative AI in student work. Students are expected to acknowledge their use of AI tools, and summarise the purpose, nature and extent of their contribution (e.g., idea generation, language refinement, code debugging, improved flow, etc).

All assessment briefs (for coursework, presentations, reports, etc.) must include an explicit request for students to include an acknowledgement in relation to AI use in their submission. The form of words for inclusion in the briefs has been provided. Every submission must include the required acknowledgement, which must be consistent with the content of the items being submitted. If there is no acknowledgement contained in the submission, or if the acknowledgement is inconsistent with the work being submitted, then the University's academic misconduct regulations apply.

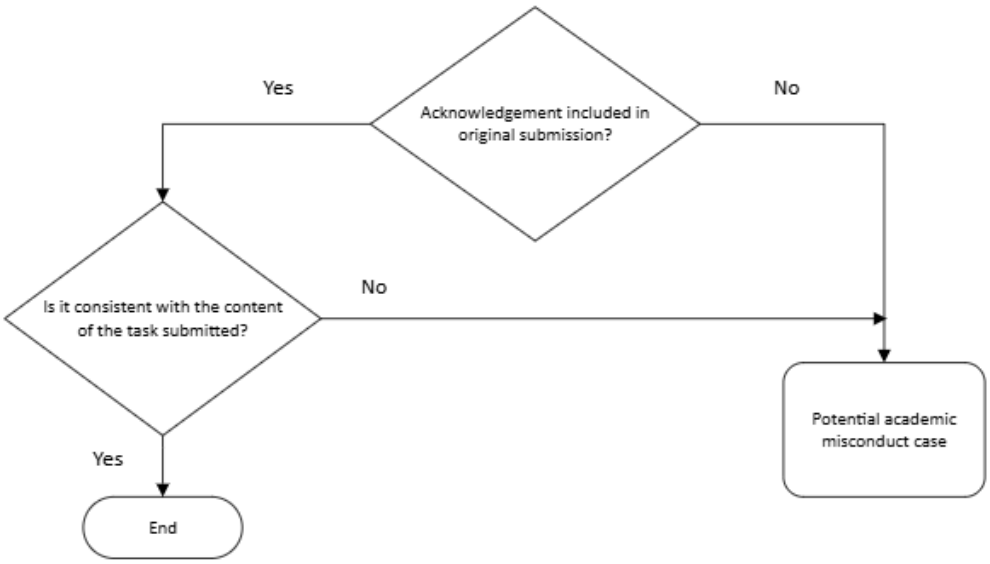

Figure 1: A workflow for student submissions of an acknowledgement of AI use.

Referencing AI tools such as ChatGPT or Co-pilot in the style of traditional academic sources (e.g., APA, Harvard) is not required, as these tools do not produce stable, replicable and therefore citable sources or original authored content. Acknowledgement, on the other hand, promotes transparency and integrity, allowing tutors to assess student understanding and engagement with both the subject matter and the technologies used.

Assessment and AI at Portsmouth

Do our summative assessments provide credible evidence that each student has achieved learning outcomes, authored their own work, and can demonstrate mastery of the content of their submission?

Effective assessment design should be practical and implementable. It must be cost- and time-efficient for both staff and students, while accommodating reasonable adjustments to support inclusivity. Assessments should be reproducible for referral and deferral scenarios without incurring excessive costs, whilst being aligned with PSRB requirements where applicable. Moving beyond traditional examinations, assessment design should embrace AI-enhanced methods to enrich learning and maintain academic integrity, without increasing the risk of misconduct claims. It must uphold academic rigour, align with intended learning outcomes and teaching strategies, and be scalable for large cohorts to ensure consistency and fairness at scale.

Table 1 outlines the University's position regarding the use of AI in formative and summative assessment. The examples shown are not exhaustive or intended to prescribe certain practices. Rather, they have been included to illustrate just a small set of possible approaches.

The "asynchronous only" approach to summative assessments should be phased out over time, in line with the implementation roadmap on page 1313. The move away from such take-home assessments, when used in isolation from other instruments, is largely driven by concerns over authenticity, integrity and verification. An "asynchronous only" assessment strategy (i.e., "take-home" only) is expected to be used only in selected 15-credit modules, as the only assessment artefact for those modules, and only in cases where there are no suitable and/or pragmatic alternatives.

As shown in Table 1, the preferred route for module-level summative assessment redesign in the context of the Connected Curriculum (CC) is Track A (Hybrid), which offers flexibility and authenticity on many levels, as well as an ability to integrate AI and other relevant tools with transparency, integrity and academic rigour. A vast range of summative assessment instruments and strategies can be designed and combined within Track A (Hybrid). Colleagues are invited to reflect, in particular, on possible implementations of Track A (Hybrid) in the context of their courses and modules. Again, the examples shown in the table are intended to stimulate our thinking, not to prescribe a certain instrument or assessment diet.

Aligned with the Connected Curriculum, a 30-credit module is nominally expected to have two, maximum three, assessment artefacts. It stands to reason that one of those would be synchronous in nature. The same strategy is expected in 60- or 120-credit modules, in the context of the parameters set out in the Connected Curriculum document.

While traditional in-person exams appear to offer more controlled conditions, this approach raises important pedagogical questions about what we value in learning, and whether our assessment formats still align with our intended learning outcomes, graduate attributes, and fairness for our students. Track B approaches (same place, same time), where used, should be consistent with the University's position on exams.

	Formative: assessment *for* and *as* learning	**Summative**: assessment *of* learning: formal evidence and record of attainment		
		Track A		**Track B**
		For all modules of 30 credits and above, the University will move to a **hybrid** assessment model with **all students expected to complete asynchronous + synchronous elements**. This will involve tasks to be done in the students' own time and tasks completed in real time. These two tasks need not be combined. For example, there might be an asynchronous element mid-module and then a synchronous element at the end of the module.		In-person only (same physical place, same time)
		Asynchronous ("take home" task **only**) – allowed in 15-credit modules	**Hybrid** (synchronous **plus** asynchronous) [1] required in modules of 30 credits and above	
Examples	Any relevant and appropriate assessment instrument.	A non-exhaustive list includes: Essay, report, poster, voice over PowerPoint, concept map, image or infographic, general coursework, audio or video clip, animation, computer code, design, project report, dissertation – or combinations of these, completed in students' own time only.	Any relevant instrument(s) from the asynchronous column, **plus**: - a presentation (group or individual), **or** - a brief synchronous, in-person viva, exhibition or professional conversation, **or** - a series of time-constrained in-class assessments, invigilated by the course team, **or** - an exam, **or** - a supervised in-person day, prior to submission, when specific and aligned tasks must be completed and assessed in preparation for, and as an integral part of the asynchronous deliverable(s).	A non-exhaustive list includes: - Invigilated exam (written, oral, or both), - In-person lab or demonstration session, - Live presentation with Q&A, - Poster + real-time discussion, - Live exhibition, demo or display + live professional conversation or Q&A.
Should I use it in my CC modules?	Yes.	**Following the transition period, only permitted in 15-credit modules.**	**Yes**. **This is the default, preferred position.**	If in line with the University's position on exams.
AI permitted?	Yes, with appropriate acknowledgement.	Yes, with appropriate acknowledgement.	Yes, with appropriate acknowledgement.	No.
Group tasks possible?	Yes.	Yes.	Yes	Yes.

[1] There are many other viable and effective blends of synchronous and asynchronous instruments. In all cases, constructive alignment must be central to assessment design. Each component must have significant and meaningful weightings in line with the intended learning outcomes and our assessment regulations.

Benefits	A positive assessment for learning experience if suitably scaffolded.	Can be designed as authentic. Can assist in embedding good practice in AI use.	Authentic: reflects usual or expected workplace practices. The real-time elements ensure verification of authorship.	Ensures authorship and verification.
Risks	Does this exercise align with and adequately prepare students for the summative element that will follow?	May be subject to inappropriate use of AI.	- A significant pedagogic design challenge, including over-assessment. - Administrative and logistical arrangements, including for reasonable adjustments and resits. - Potential increase in staff workload, for example in large or shared modules.	Usual challenges associated with the design of exams, e.g., are they simply information recall devices?
Vulnerability to inappropriate use of AI	**High.**	**High.**	**High** in the asynchronous elements. **Medium** or **low** in the real-time components.	**Low.**
Choice possible?	Yes.	Yes.	Yes.	Yes.

Table 1: Assessment and AI at Portsmouth.

Why is Track A (Hybrid) the preferred approach?

- Track A (Hybrid) offers flexibility and scope for innovation, as well as reassurances in terms of authorship, ownership and credibility of each submission.
- An appropriate blend of synchronous and asynchronous assessment instruments better reflects real-world scenarios and workplaces. This translates into valuable, authentic opportunities for assessment *as* and *for* learning embedded into a holistic summative approach.
- There is a range of activities and assessment artefacts that can be considered as a synchronous element within Track A (Hybrid). List of examples given in Table 1 is not exhaustive. Synchronous assessment elements include in-person presentations, invigilated practical activities, laboratory and workshop contributions, and various other types of in-class activities (group and/or individual), as long as they carry appropriate weightings, are an integral part of the assessment strategy, and are in alignment with the University's position on exams.
- Track A (Hybrid) provides opportunities to ensure that appropriate support is offered to students, including the introduction of reasonable adjustments where required.

A successful implementation of Track A (Hybrid) can address the critical question above: *do our summative assessments provide credible evidence that each student has achieved learning outcomes, authored their own work, and can demonstrate mastery of the content of their submission?*

Why phase out essays, reports and dissertations?

The University promotes the phasing out of asynchronous assessment instruments (i.e., assessment tasks that students complete in their own time) *where used on their own*. Colleagues who wish to use such instruments, including essays, reports, coursework and dissertations, should do so in accordance with Track A (Hybrid). They are encouraged to reconsider the length and scope of such assignments, as well as the weighting to be allocated to each component - synchronous and asynchronous. Over-assessment is a usual concern – one we should bear in mind particularly in the context of designing appropriate instruments under Track A (Hybrid).

Staff time and workload

Track A (Hybrid) may initially place increased demands on staff in terms of module assessment (re)design, as well as logistically. This primarily stems from incorporating synchronous components into assignments that may already be complex to administer. Colleagues are encouraged to critically review the length of each artefact in a Track A hybrid design, alongside the time required to mark it. For example, a 10-minute viva focusing on a 1,000-word submission can be more efficient use of time than assessing, marking and providing feedback on 3,000 words of text. Combining an asynchronous element with a real-time one can also provide a more credible basis on which to judge a student's achievement of the learning outcomes. This approach also applies to deferrals and referrals. However, it is understood that it may not always be practical for all subject areas.

There is no doubt that implementing this guidance will constitute a learning curve for many colleagues. Transparency on all sides is needed to ensure a fair and appropriate approach – not one that places undue pressure on staff or over-assessment on students.

Marking, feedback and AI platforms

While the University recognises the potential for time saving when using generative AI tools to support colleagues with marking and feedback, student-generated work must not be uploaded to AI platforms such as Chat GPT or Co-pilot. This restriction is in place to protect student data, uphold academic integrity and ensure compliance with data protection regulations. Alignment with assessment criteria and rubrics, personalised feedback and marks must be determined and authored by academic staff, not generated by AI. Assessment remains a fundamentally human responsibility, one that requires professional judgement, contextual understanding and a duty of care to each student.

Summative assessments and the Connected Curriculum: implementation roadmap

September 2025

- Where feasible, incorporate this AI acknowledgement as part of every asynchronous submission (anything that students produce in their own time). This acknowledgement does not require a change to the Module Descriptor (it is not an assessment artefact), but the request to include it must be clearly stated in all coursework briefs.
- From September 2025 all colleagues must identify and undertake the training they need to support their understanding and use of AI.

January 2026

- Incorporate the AI acknowledgement as a compulsory part of every asynchronous submission (anything that students produce in their own time). This acknowledgement does not require a change to the Module Descriptor (it is not an assessment artefact), but the request to include it must be clearly stated in all coursework briefs.
- Design Connected Curriculum module assessments with the focus on phasing out asynchronous or "take-home only" instruments, including a major reduction in the use of instruments such as essays, reports, asynchronous coursework and dissertations.

- Expand Track A (Hybrid): incorporation of creative blends of synchronous and asynchronous instruments, where both components have significant and meaningful weightings in line with the intended learning outcomes and our assessment regulations.

September 2026

- The phasing out and monitoring of asynchronous or "take-home only" instruments and approaches continue.
- Track A's expansion (Hybrid) continues across all our provision. Evidence and examples of the use of Track A (Hybrid) are gathered and shared.

September 2027

- "Asynchronous only" assessments remain in use in exceptional cases only, if supported by a credible rationale that is specific to a particular context.
- Track A (Hybrid) is the standard and preferred approach across our entire portfolio. This applies to deferrals and referrals too.

September 2028

- No "asynchronous only" assessments remain in use. Track A (Hybrid) is normalised as the University's default position.

Track B (same place, same time, i.e. *in-person only* assessments) may be used throughout provided that it is compliant with the University's position on exams.

Sources of help

The University acknowledges that cultural shifts are rarely achieved through training and CPD alone. In addition to such opportunities, contextualised support will be offered: peer-led examples, discipline-specific case studies, and time to experiment.

Training & development	Resources	Advice
Three types of AI workshops are available, in addition to bespoke sessions and other events (lecture series, AI Jamborees, etc), as advertised on the CADI website. This training addresses creative uses of AI in the classroom, task creation for individual and group work, assessment redesign and a range of ethical and integrity issues. The website also lists a number of short LinkedIn Learning courses.	Literature, case studies and other resources, including self-study short courses, can be found on CADI's AI pages. Relevant publications and toolkits are constantly emerging. For example, 101 Creative ideas to use AI in education, Critical and creative pedagogies for artificial intelligence, AI in teaching, Sydney's AI for educators, their two-lane approach, and many more.	For specific queries and other bespoke requirements not covered in the scheduled sessions, staff should contact CADI at cadi@port.ac.uk.

Currency of this guidance

This guidance (September 2025) reflects the University's current position on the use of generative AI at Portsmouth and is under ongoing review. Given the rapid pace of technological developments and evolving sector-wide practices, the content is likely to change frequently. Colleagues and students should ensure they are accessing the latest version of this document and use their own judgement when interpreting and applying this guidance in context.

Appendix 1:

Student acknowledgement of the use of AI in assessments

This AI acknowledgement should be part of every asynchronous assessment submission (anything that students produce in their own time). This does not require a change to the Module Descriptor (it is not an assessment artefact), but this requirement must be clearly stated in all coursework briefs.

Timeline: where feasible, this acknowledgement should be implemented from September 2025. It will be a compulsory requirement from January 2026. Instructions on filling in the acknowledgement must be included in the assessment briefs. Ideally the acknowledgement would be an additional page at the start of the assessment (perhaps after the cover page), or it can be a separate document.

When submitting the assessment, students must include the acknowledgement shown on page 2 of this document.

Suggested wording to be included in the briefs of all asynchronous assessment instruments or components

You must clearly state if and how you have used artificial intelligence (AI) in preparation of this submission. This acknowledgement is a mandatory part of the submission. It can be an additional page at the start of your submission (after the cover page), or it can be a separate document, but it must be submitted.

Work submitted without the acknowledgement is considered to be incomplete. Every submission must include the required acknowledgement, which must be consistent with the content of the items being submitted. If there is no acknowledgement contained in the submission, or if the acknowledgement is inconsistent with the work being submitted, then the University's academic misconduct regulations apply. Academic tutors may need to discuss with you any aspect of your submission, including the content of your acknowledgement.

I acknowledge that I used AI in this assessment *(tick all relevant boxes)*

I used AI for developing ideas.	
I used AI for research and/or information gathering.	
I used AI to identify themes.	
I used AI for data analysis.	
I used AI to structure my assessment.	
I used AI to get feedback on my work.	
I used AI tools to generate images, tables, figures or diagrams.	
I used AI tools for proofreading, grammar check, etc.	
I used AI tools to improve flow and legibility.	
Other *[Please specify]:*	
OR ***I did not use AI in this assessment.***	

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