

Artificial Intelligence (AI) Policy

Version 1.0 – June 2026

Responsibility for Policy: Generative AI Strategy Group

Approved by and date: University Council (July 2026)

Frequency of Review: 6 monthly

Next Review date: October 2027

Related Policies: Academic Misconduct Policy, IT Acceptable Use Policy, Data Protection Policy, HR Staff Development Policy

Equality Impact Assessment (EIA): To be completed following progression agreement.

AI Policy Framework and Supporting Guidance

This policy represents the overarching institutional framework for Artificial Intelligence (AI) at Liverpool Hope University. It establishes the principles, expectations and governance structures for AI use across the University.

This policy will be supported by a suite of **operational guidance documents**, developed and maintained in collaboration with relevant institutional leads. These will provide detailed, context-specific direction in key areas, including but not limited to:

- AI in Teaching, Learning and Assessment (Registrar & Assessment Leads)
- AI in Research (PVC Research & Associate Deans Research, Research Ethics Sub Committee)
- AI and Intellectual Property (Governance & Legal)
- Approved AI Tools and Technical Implementation (IT Services, Educational Technology)
- Data Protection and Information Governance (Information Governance Team)

These supporting documents will be **reviewed and updated more frequently than this policy**, ensuring that the University remains responsive to developments in AI technologies and sector expectations.

In the event of ambiguity, **supporting guidance documents take precedence for operational decision-making**, while this policy provides the overarching institutional position.

Transitional Statement

The University recognises that this policy represents an initial institutional position in a rapidly evolving area. As such, certain operational frameworks (including AI in assessment and intellectual property) are currently under development and will be implemented in phased stages.

Executive Summary

This policy establishes Liverpool Hope University's institutional approach to Artificial Intelligence (AI), positioning the University as progressive, responsible and forward-looking. It recognises AI as central to graduate employability, teaching innovation and organisational effectiveness, whilst embedding strong safeguards around academic integrity, data protection and ethical use.

The University affirms that AI is not solely a challenge in relation to academic misconduct, but a transformative capability that will shape future careers, professional practice, and educational delivery. As such, Liverpool Hope is committed to developing an **AI-literate community**, where staff and students are equipped to use AI critically, ethically and effectively.

Key provisions include mandatory annual AI literacy training for all staff, programme-level AI strategies, default permitted use with declaration in assessment, and strict controls on sensitive data use.

Guidance for Students

Students are expected to engage with AI as a tool to **support learning, not replace it**. Appropriate use includes activities such as idea generation, structuring work, and refining written communication. However, all submitted work must remain the student's own, and any use of AI must be clearly declared in line with University requirements. The policy supports students in developing essential skills in critical thinking, evaluation, and independent academic voice, recognising that over-reliance on AI may hinder long-term academic and professional development.

Students will be provided with clear, module-specific guidance on acceptable AI use and will be supported in understanding both the opportunities and limitations of AI technologies, including issues of bias, accuracy, and ethical considerations.

Guidance for Academic Staff

Academic staff are responsible for embedding AI within teaching, learning and assessment in a way that is **pedagogically sound and discipline-appropriate**. This includes developing programme-level AI strategies, designing assessments that appropriately integrate or restrict AI use, and providing clear guidance to students at module level.

Staff are expected to model good practice in AI use, including transparency, critical evaluation of outputs, and adherence to data protection requirements. They must also support students in

developing AI literacy and ensure that assessment practices continue to uphold academic standards and integrity in an AI-enabled environment.

Guidance for Professional Services Staff

Professional services staff are encouraged to use AI to enhance **efficiency, productivity and service delivery**, particularly in areas such as administration, communication, and data-informed decision-making. However, this must be undertaken within clearly defined boundaries, including strict adherence to data protection requirements and the prohibition of entering sensitive or confidential information into public AI tools.

Staff must critically evaluate AI-generated outputs to ensure accuracy, appropriateness and absence of bias, and should utilise University-approved tools wherever possible. AI literacy training will support staff in identifying suitable use cases and understanding associated risks.

The AI policy is governed by the Generative AI Strategy Group, comprising of staff from across the University in close collaboration with IT Services, Registrar and Assessment Leads, Governance and Legal departments, and will call on expertise from within and external to the university as required. Oversight is provided by UEB and University Council. Given the pace of technological change relating to AI, the policy will be reviewed biannually to ensure it remains responsive, relevant and aligned with both sector developments and institutional priorities.

1. Introduction

1.1 Liverpool Hope University recognises Artificial Intelligence (AI) as a transformative force across higher education, employment and society. Its rapid development and adoption are reshaping how knowledge is created, accessed and applied, and are influencing the expectations placed upon graduates entering an increasingly digital and AI-enabled workforce (employability). The University therefore acknowledges both the opportunities and challenges presented by AI, and the need to respond in a considered, strategic and responsible manner.

1.2 This policy establishes a comprehensive framework to support the **responsible, ethical and effective adoption of AI** across the institution. It provides a clear institutional position on AI use, setting expectations for students, academic staff and professional services staff, while ensuring alignment with existing University policies relating to academic integrity, data protection, governance and professional conduct. The policy is designed to enable innovation and enhance practice, whilst maintaining the standards, values and academic rigour that underpin Liverpool Hope University.

1.3 AI is viewed not solely as a risk to academic integrity, but as a **critical capability for the future workforce**. Graduates will increasingly be expected to work alongside AI technologies, demonstrating not only technical awareness but also critical judgement, ethical understanding and the ability to evaluate AI-generated outputs. As such, the University is committed to embedding AI literacy across its provision, ensuring that all students are equipped with the knowledge and skills required to navigate and apply AI responsibly within their future professions.

1.4 In parallel, the University recognises the importance of supporting staff in adapting to this evolving landscape. Academic staff are required to consider the pedagogical implications of AI within teaching and assessment, while professional services staff are supported in using AI to enhance operational efficiency and service delivery. Across all areas, there is an expectation of **ongoing professional development**, reflective practice, and engagement with emerging technologies.

1.5 The University also acknowledges the broader ethical, social and environmental implications of AI. These include considerations of bias, representation, data privacy, intellectual property, and the environmental impact associated with the development and use of AI systems. This policy therefore promotes a **human-centred, ethical and sustainable approach to AI**, ensuring that its use aligns with the University's core values of Education and Social Justice.

1.6 Finally, Liverpool Hope University recognises that AI is a rapidly evolving domain. This policy is therefore intentionally adaptive, providing a stable framework while allowing for flexibility as technologies, regulatory environments and sector expectations continue to develop. The University is committed to maintaining a proactive and informed approach, ensuring that its

community remains well-equipped to engage with AI in a way that is innovative, responsible and future-focused.

2. Purpose

2.1 The purpose of this policy is to define clear and consistent expectations for the use of Artificial Intelligence (AI) across all areas of Liverpool Hope University, whilst also understanding that this is, and will be an ongoing process. It establishes a shared understanding of how AI can be used to enhance teaching, learning, research, and professional practice, while ensuring that its use aligns with the University's core values, strategic priorities, and regulatory obligations.

2.2 This policy seeks to provide a **principles-based framework** that enables staff and students to engage confidently with AI technologies, recognising their potential to improve efficiency, creativity, and decision-making. At the same time, it ensures that appropriate boundaries are in place to safeguard academic integrity, protect sensitive data, and uphold the quality and credibility of the University's academic provision.

2.3 A central aim of the policy is to move beyond a narrow focus on risk and misconduct, positioning AI as a **key capability for the future workforce**. In doing so, it supports the development of AI literacy across the University community, ensuring that students graduate with the knowledge, skills and critical awareness required to use AI responsibly within their chosen professions.

2.4 The policy also provides a **foundation** for **consistent practice across faculties and professional services**, ensuring that expectations are clearly communicated and applied in a coherent manner. This includes guidance on acceptable and unacceptable uses of AI, requirements for transparency and declaration, and the responsibilities of individuals when engaging with AI tools.

2.5 In balancing innovation with governance, the policy ensures compliance with relevant legal and regulatory frameworks, including data protection legislation, while also addressing broader ethical considerations such as bias, fairness, and environmental impact. Ultimately, it aims to support a culture in which AI is used thoughtfully, responsibly and effectively, contributing to the University's mission of delivering high-quality education and promoting social justice.

3. Scope

3.1 This policy applies to all members of the Liverpool Hope University community, including academic staff, professional services staff and students, and sets out expectations for the use of Artificial Intelligence (AI) across the full range of University activity.

3.2 It encompasses all core functions of the institution, including teaching and learning, assessment design and completion, research activity, administrative and operational processes, and external engagement with partners, employers and the wider community. The policy applies to both the use of University-provided AI tools and externally accessible systems, whether used on campus or remotely, and extends to all forms of AI-supported work undertaken in a University context. It is intended to ensure a consistent, institution-wide approach to AI use, while allowing for appropriate disciplinary and professional variation in how AI is applied in specific contexts.

4. Governance and Responsibilities

4.1 The Generative AI Strategy Group is responsible for the strategic oversight, implementation and ongoing review of this policy, ensuring that it remains aligned with institutional priorities and sector developments. The Group will coordinate updates and provide regular reporting to the University Executive Board (UEB), with formal approval and oversight resting with UEB and University Council.

4.2 Key responsibilities are distributed across the institution to ensure effective governance: the Registrar provides oversight of academic integrity and assessment-related matters; Human Resources (HR) leads on staff training, development and capability building; and Governance and Legal Services ensure compliance with regulatory, legal and risk management requirements. This distributed model ensures that AI adoption is managed in a coordinated, accountable and institutionally coherent manner.

5. Core Principles

5.1 Liverpool Hope University is committed to a set of core principles that underpin the responsible and effective use of Artificial Intelligence (AI) across all areas of institutional activity. These principles reflect the University's values of **Education and Social Justice**, and provide a foundation for ensuring that AI is used in a way that enhances, rather than undermines, the quality, integrity and inclusivity of its work.

5.2 AI must be used **ethically, transparently and responsibly**, with due consideration given to issues such as bias, fairness, representation and the potential impact on individuals and communities. Users are expected to engage critically with AI outputs, recognising that such systems are not neutral and may reflect limitations in the data on which they are trained. Transparency is essential, and all use of AI particularly in academic and professional contexts must be clearly acknowledged where appropriate.

5.3 The University affirms that AI should **augment - not replace - human capability**. It is intended to support creativity, efficiency and informed decision-making, while preserving the central role of human judgement, expertise and critical thinking. In teaching and learning, this means ensuring that students continue to develop independent academic skills; in professional services, it involves using AI to enhance, rather than automate without oversight, key processes and interactions.

5.4 All users remain **personally and professionally accountable** for any outputs produced with the support of AI tools. This includes responsibility for ensuring the accuracy, relevance and appropriateness of content, as well as for any decisions made on the basis of AI-generated information. Reliance on AI does not diminish individual responsibility, and outputs must always be subject to human review and validation.

5.5 Finally, all use of AI must align with the University's **data protection and information governance requirements**, including compliance with the General Data Protection Regulation (GDPR). Sensitive, personal or confidential information **must not** be entered into public or unapproved AI systems, and users must adhere to institutional guidance on the safe and secure handling of data. Together, these principles ensure that AI is adopted in a way that is innovative, secure and consistent with the University's academic and ethical standards.

6. Institutional Non-Negotiables for AI Use

Liverpool Hope University defines the following requirements as non-negotiable across all use of Artificial Intelligence (AI). These apply to all staff and students, regardless of context or role.

6.1. Data Protection and Security

- Sensitive, personal, confidential or commercially restricted data must not be entered into public or unapproved AI tools under any circumstances.
- All AI use must comply with University data protection policies and the General Data Protection Regulation (GDPR).

6.2. Human Accountability

- All users remain fully responsible and accountable for outputs generated using AI tools.
- AI-generated content must be reviewed, verified and validated before use, submission or dissemination.

6.3. Academic Integrity and Transparency

- AI must not be used to produce work that is submitted as a user's own without clear and appropriate declaration.
- Undeclared or inappropriate use of AI in assessed work may constitute academic misconduct.

6.4. AI as Augmentation, Not Replacement

- AI must not be used in a way that replaces core learning, assessment or professional judgement.
- Use of AI must support, not undermine, the intended outcomes of teaching, learning, research and professional activity.

6.5. Use of Approved and Appropriate Tools

- Where University-approved AI tools are available, these must be used in preference to external systems, particularly for work involving University data.
- Use of external tools must be risk-assessed and limited to appropriate contexts.

6.6 Ethical and Responsible Use

- AI must not be used in ways that result in bias, discrimination, misrepresentation or harm to individuals or groups.
- Users must critically evaluate outputs for fairness, accuracy and appropriateness.

6.7. Compliance with Institutional Guidance

- All staff and students must comply with programme-level, departmental and institutional guidance relating to AI use.
- Where guidance is unclear, users must seek clarification before proceeding.

6.8 Addressing AI Poverty, AI Equality, Access and Inclusion

- Liverpool Hope University recognises that unequal access to Artificial Intelligence (AI) technologies has the potential to create new forms of digital inequality and disadvantage. The University is committed to promoting equitable access to AI-related opportunities, resources and learning experiences, ensuring that staff and students are able to develop AI literacy and capability regardless of their personal, financial or social circumstances.
- In developing its approach to AI, the University will seek to minimise barriers to participation and avoid the creation of "AI poverty", whereby individuals or groups are disadvantaged through lack of access to appropriate AI tools, training or support. Consideration will therefore be given to issues of accessibility, affordability, digital inclusion and widening participation when evaluating institutional AI provision, approved technologies and associated learning opportunities.
- The University recognises that AI can also provide significant opportunities to enhance accessibility, inclusion and personalised support. Staff and students are encouraged to explore the responsible use of AI technologies that support participation, communication, accessibility and learning, provided such use remains consistent with academic integrity, professional standards and institutional guidance.

7. AI Literacy and Training

7.1 Liverpool Hope University is committed to developing a **highly AI-literate workforce**, recognising that the effective and responsible use of Artificial Intelligence (AI) is now a core capability across both academic and professional roles. All staff will therefore be required to complete **mandatory AI literacy training on an annual basis**, ensuring that knowledge remains current in a rapidly evolving technological landscape. Completion of this training forms part of the University's expectations for ongoing professional development and contributes to maintaining high standards of practice across the institution.

7.2 Training provision will be **developed internally** and approved by the Generative AI Strategy Group, ensuring that it is directly aligned with institutional priorities, regulatory requirements, and the specific needs of Liverpool Hope staff. The content will be tailored to reflect different roles and contexts, providing academic staff with guidance on pedagogical applications and assessment design, and professional services staff with practical use cases for operational efficiency, communication and decision-making. Core components of the training will include ethical considerations, data protection and security, critical evaluation of AI outputs, and an understanding of the limitations and risks associated with AI technologies. As the university develops then so will the AI training to support staff in their roles.

7.3 AI literacy is defined as a **core professional competency** for all staff and is essential to the University's strategic aim of embedding responsible AI use across its activities. Staff are expected not only to engage with training but also to apply this knowledge in practice, demonstrating informed, reflective and ethical use of AI within their roles. This includes modelling good practice for students, contributing to a culture of responsible innovation, and remaining responsive to emerging developments in AI as supported by the University. Through this commitment to continuous learning, the University ensures that its staff are well-equipped to support both institutional effectiveness and positive student outcomes in an AI-enabled future.

8. Teaching, Learning and Assessment

8.1 Liverpool Hope University will require that in time all academic programmes develop and maintain a **clear, programme-level AI strategy** which defines how Artificial Intelligence (AI) is integrated within teaching, learning and assessment. These strategies must outline **acceptable, restricted and prohibited uses of AI**, taking into account disciplinary expectations, professional standards and the learning outcomes of each programme. This ensures a coherent and transparent approach for students, while allowing for appropriate variation across subject areas and a modular curriculum.

8.2 The University will maintain a **balanced approach to assessment design**, recognising that AI is now an embedded feature of many professional contexts. This includes the use of **AI-enabled assessments**, where students are encouraged to engage with AI tools in a structured and critical manner, alongside **AI-restricted assessments**, which are designed to evaluate independent knowledge, understanding and skills. Academic staff are expected to move toward designing assessments that are pedagogically robust, authentic and aligned to real-world applications, while also safeguarding academic standards and integrity.

As a general institutional position, **AI use is permitted by default as a supporting tool in assessments but is not a replacement for authentic work which is used to demonstrate student learning**. This is providing, it is explicitly allowed within the context of the assessment and is accompanied by appropriate **declaration and transparency**. Students must clearly indicate how AI has been used, and staff must ensure that mechanisms are in place to support this, including the use of standardised AI declaration processes. This approach promotes openness and responsible use, rather than prohibition, and reflects the University's commitment to preparing students for an AI-enabled future.

8.3 Academic staff have a key responsibility to provide **clear, assignment-level guidance** on AI use. This includes specifying whether AI tools may be used, the extent to which they may be used, and how such use should be documented. Guidance should be communicated consistently and in a timely manner, ensuring that students understand expectations and can engage with AI appropriately. Staff are also expected to support students in developing the critical skills required to evaluate AI outputs, including recognising inaccuracies, bias and limitations.

8.4 Through this approach, Liverpool Hope University seeks to embed AI within teaching and assessment in a way that is **educationally meaningful, ethically grounded and aligned with graduate employability**, ensuring that students are not only able to use AI tools, but to do so with confidence, integrity and critical awareness.

9. Artificial Intelligence in Research

9.1 Liverpool Hope University recognises that Artificial Intelligence (AI) is increasingly embedded within **research practice, knowledge production and dissemination**, offering significant opportunities to enhance efficiency, insight and innovation. At the same time, the use of AI in research introduces distinct considerations relating to **ethics, integrity, authorship, data protection and regulatory compliance**. This section sets out the University's expectations for the responsible and effective use of AI within all research-related activity, ensuring alignment with institutional standards and external requirements.

9.2 AI may be used to support research activity where it enhances scholarly practice, provided that its use remains **transparent, ethical and critically informed**. Researchers must ensure that AI does not replace **intellectual contribution, original analysis or academic judgement**, and that all outputs meet the standards expected of independent scholarly work. The use of AI must be consistent with University research ethics procedures, data protection and governance requirements, relevant external frameworks and funder expectations, and the principles of academic integrity and reproducibility.

9.3 Appropriate use of AI within research may include supporting **literature discovery and synthesis, data analysis, coding or modelling (where outputs are validated), academic writing clarity and structure, grant development and research planning, and the generation of initial ideas or hypotheses**. In all cases, AI should be used as a **supporting tool**, and not as a substitute for the researcher's own expertise, critical evaluation and scholarly contribution.

9.4 Researchers must ensure **full transparency** in the use of AI within research outputs. This includes declaring the use of AI tools where they have materially contributed to the work, ensuring that AI systems are not credited as authors, and taking full responsibility for the accuracy, originality and integrity of all outputs. AI-generated content must not be presented as original scholarship without appropriate acknowledgement, and researchers remain accountable for verifying all content, including references, data interpretation and conclusions.

9.5 Where AI is used in research involving **human participants, sensitive data or ethical considerations**, its use must be clearly articulated within ethics approval processes. Researchers must consider the potential for bias or misrepresentation in AI outputs, the impact on participant rights and data privacy, and the transparency of AI-supported methodologies. AI use must not compromise the **integrity, validity or reliability** of research findings.

9.6 All AI use within research must comply with the General Data Protection Regulation (GDPR) and University data governance policies. Researchers must not input personal data, sensitive research data, or confidential or commercially restricted information into public or unapproved

9.7 AI systems. Where AI tools are used within secure or institutionally managed environments, appropriate safeguards must still be applied to ensure data protection and security.

9.8 Given the pace of change in AI technologies, guidance on AI in research will be **continuously reviewed and updated**. Oversight of this area will be led by the Generative AI Strategy Group, Research Committee working in close collaboration with the Pro Vice-Chancellor (Research) office and staff team, the Research Ethics Sub Committee and the Faculty Associate Deans for Research and Knowledge Exchange. This structure will ensure that guidance remains **timely, responsive to technological developments, aligned with sector expectations and funder requirements, and relevant across disciplines and research contexts**. Faculties and research-active staff are encouraged to contribute emerging use cases and examples of effective practice to support a shared institutional understanding of AI in research through the groups listed above.

9.9 Failure to comply with expectations for AI use in research may constitute a breach of **research ethics requirements, academic integrity standards or data protection legislation**, and will be managed in accordance with relevant University procedures. Through this approach, Liverpool Hope University seeks to ensure that AI is used within research in a way that is **innovative, rigorous and responsibly governed**, maintaining the integrity and credibility of the University's research outputs.

9.10 The use of AI for grant applications and peer reviewing work is not permitted as funding bodies are clear that AI is not to be used for reasons of intellectual property.

10. Student Responsibilities and Academic Integrity

10.1 Students at Liverpool Hope University are expected to uphold the highest standards of **academic integrity, honesty and independent scholarship** in all assessed work. While Artificial Intelligence (AI) tools may be used to support aspects of learning, students must ensure that all submitted work represents **their own understanding, critical engagement and academic voice**. AI must not be used as a substitute for genuine learning or as a means of producing work that is presented as wholly the student's own without appropriate acknowledgement.

10.2 All use of AI must be **clearly and transparently declared** using the University's approved declaration process. This includes identifying the AI tool used, the purpose of its use, and the nature of any prompts or outputs that have contributed to the work. The requirement to declare AI use applies across all forms of assessment unless

explicitly stated otherwise by the module leader. This approach promotes openness and responsible engagement with AI, supporting students in developing ethical practices that will be expected in their future professional contexts.

10.3 Failure to declare the use of AI, or the inappropriate use of AI to generate content for submission, may constitute **academic misconduct** and will be addressed in accordance with the University's Academic Misconduct Policy. This includes, but is not limited to:

(i) submitting AI-generated content as original work,

(ii) fabricating references or data, or

(iii) using AI to circumvent the intended learning outcomes of an assessment.

Students are responsible for understanding and adhering to these expectations, and should seek clarification from academic staff where guidance is unclear.

10.4 In addition to compliance with policy, students are expected to use AI in a way that supports the development of **independent critical thinking, analytical skills and academic judgement**. This includes evaluating the accuracy, reliability and potential bias of AI-generated outputs, and integrating such outputs thoughtfully into their own work where permitted. Over-reliance on AI may limit the development of these essential skills and may impact both academic performance and future employability.

10.5 Through these expectations, the University aims to foster a culture in which AI is used as a **supportive learning tool**, enabling students to engage more deeply with their studies while maintaining the integrity and value of their academic achievements.

11. Professional Services Use

11.1 Liverpool Hope University recognises the significant potential of Artificial Intelligence (AI) to enhance the effectiveness and efficiency of **professional services functions** across the institution. AI tools may be used to support activities such as administrative processes, communication drafting, data analysis, planning, scheduling and service improvement. When used appropriately, AI can reduce workload burden, streamline routine tasks and enable staff to focus on higher-value, strategic and student-facing work.

11.2 However, the use of AI within professional services must always be undertaken within clearly defined **institutional, legal and ethical boundaries**. In particular, staff must ensure that **sensitive, personal or confidential data is not entered into public or unapproved AI tools**. This includes, but is not limited to, student records, staff information, commercially sensitive data and any information subject to data protection legislation. All use of AI must align with the University's data protection policies and comply with the General Data Protection Regulation (GDPR), as well as internal guidance on data classification and information security.

11.3 Professional services staff are required to **critically review and validate all AI-**

generated outputs before use or dissemination. AI systems may produce inaccurate, incomplete or biased information, and it remains the responsibility of the user to ensure that outputs are appropriate, accurate and fit for purpose. This includes checking factual correctness, ensuring alignment with University policies and tone, and being alert to potential issues of bias or misrepresentation.

11.4 Where possible, staff should prioritise the use of **University-approved AI tools and platforms**, (see *section 11*) communicated by the IT department, which provide greater assurance in relation to data security and governance. Staff are also expected to engage with institutional AI literacy training to develop the knowledge and confidence required to identify suitable use cases, understand limitations, and apply AI responsibly within their roles.

11.5 Through this approach, Liverpool Hope University seeks to enable professional services staff to make **informed, efficient and responsible use of AI**, supporting organisational effectiveness while maintaining the highest standards of data protection, professionalism and service quality.

12. Approved AI Tools and Technology

12.1 Liverpool Hope University will provide clear and regularly updated guidance on the use of **approved Artificial Intelligence (AI) tools and technologies**, ensuring that staff and students are able to engage with AI in a way that is both secure and effective. This guidance will be developed in collaboration with IT Services, Governance and Legal, UEB and the Generative AI Strategy Group, and will reflect evolving best practice, regulatory requirements and institutional priorities.

12.2 The University will prioritise the use of **secure, institutionally managed systems**, particularly where these offer enhanced protections in relation to data privacy, storage, and compliance. This includes platforms that operate within managed environments, such as enterprise-level AI tools, which provide greater assurance that University data is handled appropriately. Staff and students are required to use these approved tools where available, particularly when working with any information that is sensitive, personal or confidential.

12.3 At the same time, the University recognises that the AI landscape is developing rapidly, and that **innovation often occurs at the edges of emerging technologies**. As such, this policy does not seek to unduly restrict the exploration of new tools, provided that their use is responsible, transparent and aligned with institutional guidance. Staff may explore external AI tools for appropriate use cases, particularly in low-risk contexts, where no sensitive data is involved and where outputs are subject to critical review.

12.4 To support this balanced approach, the University will adopt a **risk-informed model** for AI tool usage. This will distinguish between high-risk activities (e.g. those involving personal data or formal decision-making), where only approved tools should be used, and lower-risk activities (e.g. idea generation or general content drafting), where there is

greater flexibility. Staff and students are expected to exercise informed judgement, supported by training and guidance, when selecting and using AI tools.

12.5 Through this approach, Liverpool Hope University aims to **enable innovation while maintaining robust safeguards**, ensuring that the benefits of AI can be realised without compromising security, compliance or institutional integrity.

13. Data Protection and Information Security

13.1 All use of Artificial Intelligence (AI) within Liverpool Hope University must comply fully with the General Data Protection Regulation (GDPR) and the University's data protection, information governance and IT acceptable use policies. This includes ensuring that all data is handled lawfully, securely and appropriately, with particular attention given to the classification and sensitivity of information being processed. Staff and students must be aware that many publicly available AI tools operate outside of University-controlled environments, and that data entered into such systems may be stored, reused or processed in ways that are not compliant with institutional or legal requirements.

13.2 Sensitive, personal or confidential data must **not be entered into unsecured or unapproved AI systems under any circumstances**. This includes, but is not limited to, student records, staff information, assessment materials, research data, commercially sensitive information and any data protected under contractual or legal obligations. Where AI tools are used within approved, institutionally managed environments, users must still exercise caution and ensure that data is used appropriately and proportionately.

13.3 All users of AI are responsible for maintaining the **security and integrity of University data**, and for understanding the risks associated with different types of AI tools. This includes recognising that even seemingly low-risk interactions may inadvertently expose sensitive information if prompts are not carefully constructed. Training and guidance provided by the University will support staff and students in making informed decisions about safe AI use.

13.4 If colleagues are unsure about the suitability of a particular AI tool, the type of data being used, or the level of risk involved, they should seek guidance before proceeding. Queries should be directed in the first instance to the **IT Helpdesk**, which will provide advice or escalate to relevant teams such as Information Governance or Legal where appropriate. This ensures that uncertainty is addressed promptly and consistently, and that risks are mitigated before any potential breach occurs.

13.5 Through these measures, the University aims to maintain a **secure and compliant digital environment**, enabling the responsible use of AI while protecting the rights, privacy and data of all members of its community.

14. Risk Management and Governance

14.1 All use of Artificial Intelligence (AI) within Liverpool Hope University must align with established **institutional risk management and governance frameworks**, ensuring that innovation is supported while potential risks are identified, assessed and appropriately mitigated. The University adopts a **risk-informed approach**, recognising that not all AI use carries the same level of impact, and that proportional oversight is required depending on the nature, scale and context of the activity.

14.2 Routine, low-risk uses of AI - such as drafting communications, generating ideas, or supporting general administrative tasks (not relating to sensitive information) - may be undertaken with appropriate caution and critical review.

14.3 However, **significant or high-impact use cases** require additional scrutiny and, where appropriate, formal risk assessment in line with institutional processes (e.g. aligned to ISO 31000 principles). These are typically scenarios where AI outputs may assist in decision-making, affect individuals or groups, or involve sensitive data or high-stakes outcomes.

14.4 Examples of **significant AI use cases within a Higher Education context** include:

(i) Assessment and Feedback Automation: Use of AI tools to generate or support marking, grading or personalised feedback for students. Such use must be carefully governed to ensure fairness, consistency, transparency and alignment with academic standards. Under current Liverpool Hope AI Guidance, assessment and feedback automation is under review and therefore should not be used in the assessment marking process.

(ii) Admissions and Recruitment Processes: Application of AI to screen applications, support decision-making, or personalise communications with prospective students. These processes require oversight to prevent bias, ensure equity and maintain compliance with regulatory expectations.

(iii) Student Support and Wellbeing Systems: AI-driven tools used to identify at-risk students, provide automated advice, or support pastoral care. These carry significant ethical and safeguarding considerations and must be subject to strict governance and human oversight, where they are to be implemented.

(iv) Research Activity and Data Analysis: Use of AI in research design, data analysis or literature synthesis, particularly where sensitive datasets or human participants are involved. This must comply with ethical approval processes, data protection requirements and research governance standards.

(v) Strategic Decision-Making and Planning: Use of AI to inform institutional strategy, financial modelling, workforce planning or performance analytics. Outputs must be validated and not relied upon without critical human judgement.

(vi) External Engagement and Public-Facing Content: Use of AI to generate communications, reports or public materials representing the University. These must be reviewed to ensure accuracy, tone, reputational alignment and absence of bias or misinformation.

14.5 In all such cases, the use of AI must be **transparent, documented and subject to appropriate oversight**, with clear accountability assigned to responsible individuals or teams. Where uncertainty exists, staff should seek guidance through established governance channels, including IT Services, Governance and Legal, or the Generative AI Strategy Group.

14.6 Through this structured approach, Liverpool Hope University ensures that AI is deployed in a way that is **innovative, proportionate and responsibly governed**, safeguarding both institutional integrity and the interests of its community.

15. Environmental and Ethical Considerations

15.1 Liverpool Hope University recognises that the development and use of Artificial Intelligence (AI) technologies carry significant **environmental and ethical implications**, which must be considered as part of responsible and sustainable practice. The computational power required to train and operate AI systems can result in substantial energy consumption and associated carbon emissions, as well as increased demand for water resources used in data centre cooling. As AI becomes more embedded within everyday academic and professional activities, the cumulative environmental impact of its use must be acknowledged and managed.

15.2 Staff and students are therefore expected to adopt a **proportionate and sustainable approach** to AI use. This includes considering whether AI is necessary for a given task, selecting efficient and appropriate tools, and avoiding excessive or unnecessary use where simpler digital solutions may be sufficient. Where possible, users should favour platforms and providers that demonstrate a commitment to sustainability and responsible infrastructure practices. These considerations align with the University's broader commitment to environmental responsibility and sustainable development.

15.3 In addition to environmental concerns, the University places strong emphasis on the **ethical use of AI. AI systems are trained on large datasets that may contain inherent biases, inaccuracies or underrepresentation of certain groups**. As a result, AI-generated outputs may inadvertently reinforce stereotypes, misrepresent communities or produce inequitable outcomes. Users must therefore engage critically with AI outputs, actively questioning their accuracy, reliability and fairness, particularly in contexts that impact individuals or decision-making.

15.4 The University expects all members of its community to be mindful of issues such as **bias, inclusivity, fairness, intellectual property and transparency** when using AI. This includes recognising the limitations of AI systems, ensuring that outputs are not accepted uncritically, and avoiding the use of AI in ways that could disadvantage or marginalise individuals or groups. Ethical considerations are particularly important in teaching, assessment, research and professional decision-making, where the consequences of AI use may be significant.

15.5 Through this approach, Liverpool Hope University promotes a **human-centred, ethical and environmentally conscious use of AI**, ensuring that technological advancement is balanced with social responsibility and aligned with the institution's values of Education and Social Justice.

16. Implementation and Compliance

16.1 The implementation of Artificial Intelligence (AI) across Liverpool Hope University will necessarily vary between faculties, subject areas and professional services, reflecting the diverse nature of institutional activity. For example, AI use within Computing Science or data-focused disciplines may involve advanced technical development, (vibe) coding and model creation/evaluation, whereas use within areas such as Estates, Registry or Student Services may focus on operational efficiency, communication, planning or data-informed decision-making. The University therefore recognises that a single, uniform model of implementation is neither appropriate nor desirable, and that flexibility is required to ensure relevance and effectiveness across different contexts.

16.2 In the initial stages of adoption, the University Executive Board (UEB), supported by the Generative AI Strategy Group, will provide strategic direction and guidance for AI implementation across the institution. This will ensure a coordinated and consistent approach, while allowing space for innovation and discipline-specific application. As AI capability develops, faculties and departments will be expected to take increasing ownership of local implementation, particularly where relevant expertise exists. Areas with established AI capability, such as Computer Science and related disciplines, are encouraged to act as leaders of practice, developing and piloting use cases that can inform wider institutional learning.

16.3 Faculties and departments are expected to communicate emerging AI use cases and examples of effective practice to the Generative AI Strategy Group via their school/faculty representative or directly to the Chair of the group. This will support the identification and dissemination of best practice across the University, enabling a collaborative and evidence-informed approach to AI adoption. In doing so, the University aims to build a shared repository of knowledge and practical application that benefits all areas of activity.

16.4 At an institutional level, general and cross-cutting AI implementations, such as the adoption of a preferred foundational AI model (e.g. Microsoft Copilot or similar enterprise tools), will be centrally guided. These decisions will be led by the Generative AI Strategy Group in collaboration with UEB, IT Services, and Governance and Legal teams, ensuring alignment with data protection, security, and regulatory requirements. All such implementations will be subject to the University's existing procurement, due diligence and tender processes, ensuring that any technology adopted meets the necessary standards for security, compliance and value for money.

16.5 A key element of implementation relates to the University's approach to **academic integrity in an AI-enabled environment**. The inappropriate use of AI, such as generating

assessed work without acknowledgement or using AI to circumvent learning outcomes, may constitute **academic misconduct** and will be addressed in accordance with the University's Academic Misconduct Policy. However, the University recognises that effective implementation requires more than enforcement. There will be a clear and deliberate shift towards **educating students on the appropriate use and limitations of AI**, ensuring they understand issues such as inaccuracy, bias, hallucination, and the need for critical evaluation when interacting with AI.

16.6 This educational approach will be embedded within teaching, learning and assessment practices, supporting students to develop **informed, ethical and reflective engagement with AI**, rather than reliance or misuse. Oversight of this evolving area will sit with the **Generative AI Strategy Group**, working in close collaboration with the **Registrar (Academic)** and **Assessment Leads from each School and/or Faculty**. This group will ensure that institutional approaches to AI and academic integrity remain **academically robust, consistent and responsive to current AI developments**, while also allowing for disciplinary nuance and appropriate flexibility.

16.7 Compliance with this policy is mandatory for all staff and students and will be monitored through established governance structures. Faculties, departments and service areas are responsible for ensuring that local practices align with institutional expectations, and that staff and students are appropriately informed and supported. Non-compliance may be addressed through existing disciplinary, academic or governance procedures, depending on the nature of the breach.

16.8 Through this balanced approach, Liverpool Hope University seeks to enable locally relevant innovation within a coherent institutional framework, ensuring that AI implementation is both flexible and responsibly governed, while safeguarding the integrity and value of its academic provision.

17. Monitoring and Review

17.1 Liverpool Hope University is committed to the **ongoing monitoring and systematic review** of this Artificial Intelligence (AI) Policy to ensure that it remains effective, relevant and aligned with both institutional priorities and the rapidly evolving AI landscape. As a minimum, the policy will be subject to a **formal review with a 6 monthly review cycle** led by the Generative AI Strategy Group, to evaluate its effectiveness, identify areas for refinement, and ensure continued alignment with regulatory requirements, sector guidance and technological developments.

17.2 The review process will be informed by a range of evidence, including **feedback from staff and students, emerging best practice across the Higher Education sector, developments in AI capability, and internal data relating to usage, compliance and academic integrity**. Particular attention will be given to the impact of AI on teaching, learning and assessment, as well as its use within professional services and institutional operations. This will enable the University to take a proactive and evidence-informed approach to policy development.

17.3 In recognition of the pace at which AI technologies evolve, **interim updates will be discussed and will be issued where required**, without waiting for the review cycle. These updates may respond to significant technological advancements, changes in legislation or regulatory expectations, emerging risks, or new institutional priorities. Interim guidance may take the form of policy amendments, supplementary guidance documents, or targeted communications to specific staff or student groups.

17.4 All updates, whether through formal review or interim amendment, will be **communicated clearly and consistently** to the University community, ensuring that staff and students are aware of any changes to expectations or practice. Where necessary, updates will be supported by revised training materials, guidance documentation and implementation support to ensure effective adoption.

17.5 Through this structured yet responsive approach, Liverpool Hope University ensures that its AI Policy remains **current, adaptable and fit for purpose**, supporting responsible innovation while maintaining high standards of governance, academic integrity and professional practice.

18. Breaches of Policy

18.1 Liverpool Hope University expects all members of its community to adhere to the requirements set out in this Artificial Intelligence (AI) Policy. Any breach of the policy will be taken seriously and addressed through the University's established procedures, ensuring a **fair, proportionate and consistent response**. The nature of the response will depend on the context and severity of the breach, as well as whether it relates to academic activity, professional conduct, or data protection and governance.

18.2 For students, breaches relating to the inappropriate use of AI in assessed work, such as submitting AI-generated content without declaration, fabricating references, or using AI to circumvent learning outcomes, will be managed in accordance with the University's **Academic Misconduct Policy**. This may result in a range of outcomes, from identifying educational opportunities or formal warnings to more serious penalties, depending on the severity and intent of the breach. Oversight of developments in this area and horizon scanning will be undertaken by the Gen AI Strategy Group in collaboration with the university registrar and faculty, school and subject assessment leads, with the later group responsible for operationalising these processes in accordance with AI policy and guidance.

18.3 Staff are responsible for sharing AI guidance relating to assignments and assessments with students in a timely manner, therefore supporting students in understanding expectations, but students themselves are ultimately responsible for ensuring compliance with guidance provided.

18.4 For staff, breaches of this policy, particularly those involving misuse of AI, failure to comply with data protection requirements, or inappropriate handling of sensitive information, may be addressed through the University's **disciplinary procedures**. This includes instances where staff fail to exercise appropriate judgement, or have not sought relevant AI guidance, in the use of AI tools, or where institutional policies relating to governance, security or professional conduct are not followed.

18.5 The University also recognises that, in some cases, breaches may arise from a **lack of understanding or clarity**, particularly in a rapidly evolving area such as AI. As such, appropriate, responses may include **educational or corrective measures**, such as additional training or guidance, alongside or in place of formal sanctions. This reflects the University's commitment to fostering a culture of responsible use and continuous learning.

18.6 Failure to comply with this policy may, in certain instances, therefore result in **formal action**, ranging from advisory interventions to disciplinary or academic consequences, depending on the circumstances. Through this approach, Liverpool Hope University seeks to uphold high standards of integrity, professionalism and accountability, while supporting its community in the responsible and informed use of AI.

19. Future Development

19.1 Liverpool Hope University recognises that Artificial Intelligence (AI) is a rapidly evolving field, with continuous advancements in capability, accessibility and application across education, research and professional practice. As such, the University is committed to **ongoing adaptation and development of its AI approach**, ensuring that it remains responsive to emerging technologies, sector expectations and the needs of its students', academic and professional services staff and wider community.

19.2 The University, through the outlined groups and processes contained within this policy, will actively monitor developments in AI, including advancements in foundational models, open source models, changes in industry practice, and the evolving role of AI within graduate employment contexts. This will enable Liverpool Hope to ensure that its teaching, learning and professional practices remain **relevant, forward-looking and aligned with the expectations of an AI-enabled workforce**. In doing so, the University aims to position itself as both proactive and responsive, embracing innovation while maintaining robust governance and ethical standards.

19.3 This policy will therefore continue to evolve in response to **technological developments, regulatory changes and emerging risks**, including but not limited to, updates in:

(i) **Data protection legislation**

(ii) **Sector guidance**

(iii) **National or international frameworks relating to AI governance.**

19.4 The Generative AI Strategy Group (with representatives from across all areas of the university) will play a central role in identifying these changes and recommending appropriate updates, working in collaboration with key stakeholders including the Registrar, IT Services, Governance and Legal, UEB, Council, relevant groups and committees and academic and student representatives from across the University. It is the intention of Liverpool Hope for this to be a collaborative process whereby all members of the Liverpool Hope community are involved and have opportunities to participate and contribute to the development of AI at Liverpool Hope.

19.5 Future development will also be informed by **internal evaluation and feedback**, including insights from staff and students, examples of effective practice, and lessons learned from implementation. This will support a cycle of continuous improvement, ensuring that the policy

not only responds to external change but also reflects the lived experience of the University community and works to support and develop that community.

19.6 Through this commitment to adaptability and continuous development, Liverpool Hope University seeks to ensure that its approach to AI remains **innovative, responsible and sustainable**, supporting high-quality education, strong governance, and positive outcomes for students in an increasingly AI-driven world.

Appendix 1: Glossary of Artificial Intelligence (AI) Terms

Artificial Intelligence (AI)

A broad term describing computer systems that can perform tasks that would normally require human intelligence, such as analysing information, recognising patterns, generating content, solving problems or supporting decision-making.

Generative Artificial Intelligence (Generative AI)

A category of AI systems capable of creating new content, including text, images, audio, video, computer code and other digital outputs, based on prompts provided by users.

AI Literacy

The knowledge, skills and critical understanding required to use AI technologies responsibly, ethically and effectively. This includes understanding the opportunities, limitations, risks and appropriate applications of AI systems.

AI Tool

Any software, platform or application that incorporates Artificial Intelligence capabilities to generate, analyse, process or support information and decision-making.

Approved AI Tools

AI systems that have been reviewed, approved or recommended by Liverpool Hope University for use in specific contexts, particularly where institutional data, security or compliance considerations apply.

Prompt

The instruction, question or request entered into an AI system by a user in order to generate a response or output.

Prompt Engineering

The process of designing and refining prompts to achieve more effective, accurate or useful outputs from AI systems.

AI-Generated Content

Any text, image, audio, video, code or other output produced wholly or partially by an AI system.

AI-Assisted Work

Work that has been supported by AI tools but where the user retains responsibility for the intellectual contribution, critical evaluation and final output.

AI Declaration

A statement provided by a student or member of staff that explains how AI tools have been used within a piece of work, assessment, research activity or professional task.

AI-Enabled Assessment

An assessment in which students are permitted, encouraged or required to engage with AI tools as part of the assessment process, subject to specified guidance and declaration requirements.

AI-Restricted Assessment

An assessment where the use of AI tools is limited or prohibited in order to evaluate specific knowledge, skills or competencies independently.

Academic Integrity

The commitment to honesty, fairness, transparency and responsibility in academic work, including the appropriate acknowledgement of all sources, tools and contributions.

Academic Misconduct

Behaviour that undermines academic integrity, including plagiarism, collusion, contract cheating, fabrication of information, or inappropriate use of AI in assessed work.

Collusion

Unauthorised collaboration or assistance that results in work being submitted as an individual's own when it has been produced wholly or partly by others, including inappropriate reliance on AI-generated outputs.

Large Language Model (LLM)

A type of AI system trained on large volumes of text data and capable of understanding and generating human-like language. Examples include systems that power many modern generative AI tools.

Hallucination

A term used to describe occasions where an AI system generates information that appears plausible but is inaccurate, misleading or entirely fabricated.

Bias

Systematic errors or unfair outcomes produced by AI systems that may arise from limitations, imbalances or assumptions within training data, algorithms or model design.

Human Oversight

The requirement that AI-generated outputs are reviewed, evaluated and validated by a human before being relied upon for decision-making, publication or submission.

Sensitive Data

Information that is personal, confidential, commercially sensitive, research-sensitive or otherwise protected under legal, regulatory or institutional requirements.

Personal Data

Information relating to an identified or identifiable individual as defined by the UK General Data Protection Regulation (UK GDPR).

Data Protection

The processes and legal requirements associated with ensuring that personal and sensitive information is collected, stored, processed and shared appropriately and securely.

Digital Poverty

The disadvantage experienced by individuals who lack access to the digital technologies, connectivity, resources or skills required to participate fully in education, employment or society.

AI Poverty

A form of digital inequality whereby individuals or groups are disadvantaged through limited access to appropriate AI technologies, AI literacy development, training or support.

Accessibility

The design and use of technologies, resources and services in ways that enable participation by individuals with diverse needs, abilities and circumstances.

Multimodal AI

AI systems capable of processing or generating multiple forms of content, such as text, images, audio, video and computer code.

Enterprise AI

AI systems provided within a managed organisational environment that offer enhanced controls relating to security, privacy, governance and compliance.

AI Detection Tools

Software designed to estimate whether content may have been generated using AI. Due to limitations in reliability and accuracy, such tools should not be relied upon as sole evidence of academic misconduct or policy breaches.

Human-Centred AI

An approach to AI development and use that prioritises human values, wellbeing, accountability, fairness and ethical decision-making.

Appendix and docs to further develop

AI Use Decision Guide

1. Identify task purpose
2. Check guidance
3. Confirm tool approval in collaboration with IT Dept
4. Avoid sensitive data
5. Use AI appropriately
6. Critically review output
7. Declare usage where required

Governance workflow diagrams to allow staff and students to quickly access key aspects of the policy.

Appendix 1: AI Use Taxonomy

Acceptable: planning, brainstorming, proofreading.

Restricted: partial drafting with declaration.

Unacceptable: full generation without acknowledgement.

Appendix 2: AI Declaration Model

Include tool used, purpose, prompts and extent of use.

Appendix 3: AI Risk Checklist

Check data sensitivity, approval status, bias, accuracy and transparency.