



UNIVERSITY OF
WINCHESTER

Generative AI Statement

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<p>Indicate whether the document is for public access or internal access only.</p> <p>Indicate whether the document applies to collaborative provision?</p> <p><i>(Strikethrough text, as appropriate)</i></p>	<p>Public Access</p> <p>Internal Access Only</p> <p>Applies to Collaborative Provision</p>
<p>Summary:</p> <p>This statement sets out the principles that guide the University's approach to the use of AI tools in teaching, learning, assessment, student experience, and support for the operation of the University.</p>	

Introduction

The mission of the University of Winchester is to educate, advance knowledge, and serve the common good. This mission is driven by our values: Love of Learning, Individual and Shared Endeavour, and Making a Difference. These values, and the University's mission, guide the University's approach to the use of Generative AI across all aspects of its work.

The reach and impact of Generative AI across society require a clear statement of principles so that students, staff, and the public understand how the University engages with Generative AI responsibly. This Statement of Principles balances:

- a commitment to navigating, and where necessary challenging, the uncritical use of AI, informed by the University's fundamental values; and
- openness to the opportunities afforded by AI.

Given the pace of development in Generative AI, this Statement will be kept under regular review by the University.

Scope

This Statement of Principles has been written with reference to teaching, research, learning, and the academic and professional development support the University provides to students and colleagues.

This Statement of Principles is directed at:

- students at all levels of study, from Foundation Year through to Doctoral Study;
- academic staff, with reference both to teaching and their scholarly/research endeavours;
- professional services staff who support and advise students with respect to their academic and professional development;
- professional services who support the University in operations and management.

The Statement of Principles does not apply to validated provision by the University.

Where the University engages in sub-contracted or franchise provision, this Statement of Principles does apply.

Staff may elect to share this Statement with potential or current partners so that they are aware of the University's approach to Generative AI.

Principles

The following principles define the University's approach to the use of Generative AI:

Principle 1: Love of learning directs the University's approach to Generative AI

The University is a learning community committed to developing curiosity and critical thinking.

A commitment to curiosity requires the University to remain open to the ways in which Generative AI can expand human capabilities and help prepare students for success in the

workplace.

This openness is balanced by a commitment to critical engagement, including challenging Generative AI where it diminishes creativity and original thinking.

Principle 2: The University is open to the potential of Generative AI where it can enable learning or higher-level skills

The University does not prohibit the use of Generative AI tools.

When it is appropriate, and it supports learning and professional development, the University is transparent about the potential of Generative AI tools.

Some Generative AI tools can stimulate independent thinking, support the refinement of research questions, and encourage engagement with texts. When used responsibly, Generative AI tools can enhance research, but it cannot replace the thinking that research requires. The University remains open to the ways in which Generative AI can support learning and thinking, while engaging with it critically, responsibly, and actively rather than passively.

Across all areas of its work the University is open to the potential of AI tools to reduce the burden of repetitive tasks, freeing up time for more meaningful contributions to the workplace.

Principle 3: The University supports responsible engagement with Generative AI tools

The University is committed to ensuring that use of Generative AI is responsible and pays due regard to:

- Ethical requirements when submitting work for assessment;
- The environmental implications of the use of Generative AI;
- The data integrity and cyber security implications of the irresponsible use of Generative AI;
- Intellectual property, and the threats posed to authors and artists by Generative AI;
- The presence of bias or hallucinations in the content created by Generative AI tools;
- Equitable access to Generative AI tools;
- The importance of human-to-human communication and connection.

There are some ways in which students and staff can never use Generative AI as part of their academic work.

Students must never use Generative AI tools to produce content that is presented as their own critical thinking or original creation, whether for assessment or formative work. This passive and uncritical use bypasses the requirement for students to demonstrate their own thinking and develop their individual skills. University study, at all levels, is about:

- forming and owning positions defended through reason and evidence;
- generating through individual and shared creativity new ways of expression and meaning;
- demonstrating at a higher-level professional skills and competencies.

Generative AI cannot replace these essential human capabilities. Where the University suspects that Generative AI has been used to create assessment content without acknowledgement or authorisation, it reserves the right to invoke formal processes of investigation.

We encourage students and staff to use AI tools to help get started on tasks, improve their work, and generate new ideas. Students and staff always remain accountable for their final outputs. This includes ensuring that content is appropriate and free of errors. Students and colleagues should state where AI has been used substantially.

Students and staff should remember that many large language models (LLMs) have been trained on the work of others, including copyrighted and other intellectual property, without permission or payment. Being clear about what has been used and why not only maintains the integrity of your own work, skills, and judgement, but also helps build confidence in the use of University-provided AI tools among others.

As a community we recognise the environmental impact associated with AI. Colleagues and students should use AI proportionately, avoid unnecessary regeneration, and are encouraged to choose lower-impact approaches where these meet their needs.

Training and support will alert all members of the University community to the responsibilities of processing data through Generative AI tools.

As set out in University IT policies, use of tools (including AI tools) may be monitored.

Principle 4: The University prepares students to be AI literate graduates

The University will enable students to become AI-literate graduates, capable of understanding and navigating Generative AI both within their discipline and in their chosen professional direction.

All students will be offered the opportunity to complete an AI training module.

The University will make University-provided AI tools available to students and colleagues and will offer training to support their confident and responsible use.

Alongside the development of AI literacy at course level, the Careers Service will ensure that its support and advice reflect the ways in which AI is transforming workplaces and recruitment processes.

Principle 5: All members of staff are supported in their digital literacy

Staff who are confident in their professional understanding of the opportunities and risks associated with Generative AI are best placed to support and guide students in its responsible use.

The University will ensure that staff have ready access to information, guidance, and

examples of best practice. These resources will be kept under regular review considering the pace of change. Best practice identified within the University and across the sector will be shared.

The University will provide certificated AI training online for staff and will also offer a programme of staff development relating to Generative AI.

Principle 6: The course is the home for developing the responsible use of Generative AI

Courses at the University will help students become confident and ethical users of Generative AI in ways that are relevant to their discipline. Discussions about the responsible use of Generative AI will be tailored to courses and their professional norms.

Teaching staff will introduce and critically explore with students both the role and the limitations of Generative AI in relation to their subjects. Communities of practice, both local and University-wide, will be supported to help teaching staff lead these discussions with students.

Assessments will be designed with Generative AI in mind, not solely as a 'defence' against it, but as a means of developing students' responsible and critical engagement with it. Assessment guidance will make clear when the use of Generative AI tools is not permitted, when it is permitted, and under what conditions. Through their assessment strategies, all courses will ensure that students develop the responsible and critical use of Generative AI.

Principle 7: Applications to courses at the University or job roles can be supported by AI, but are always grounded in authenticity

When recruiting students into the University and new colleagues to work for us we place the emphasis on authenticity. As a candidate, AI may help organise thoughts, summarise experience, or convey your experience more effectively.

However, we expect applications to the University (to either study or work here) to be your own, drawing on your skills and experience and expressing your views and values authentically.

Principle 8: The University is open to the ways in which AI can support our commitment to inclusion

We recognise that AI can provide forms of inclusion and support that were previously out of reach. Students are encouraged to speak to the Disability and Inclusion Team, and staff to their line manager and other relevant colleagues, about how University-provided AI tools can be used appropriately as part of a learning agreement or reasonable adjustment.

Equality Impact Assessment	
Summary of process undertaken to determine equality impacts:	This Statement has been reviewed to identify any differential impacts on students or colleagues who share a protected characteristic. The assessment considered access, responsible use, academic conduct, recruitment, reasonable adjustments, and data protection. The key equality considerations are disability, equitable access to University-provided tools, digital confidence, and the risk of bias within AI systems. These are mitigated through the Statement's emphasis on reasonable adjustments, guidance, approved tools, transparency, and ongoing review.
University Committee (name/ date) where equality impacts discussed (may be Committee of approval, or another):	TBC
Has this policy been screened to ensure compliance with the University's Free Speech expectations?	Yes
Identified equality impact(s) on colleagues and students (i.e. any specific impacts related to this statement that may cause disadvantage for people due to one or more particular protective characteristic)	
Protected Characteristic	Impact(s) identified and any action(s)/mitigation(s) to address these impact(s), as necessary.
Age	Levels of familiarity and confidence in using AI may vary across age groups. This could disadvantage some users without appropriate support. The risk is mitigated through University-provided training, guidance, and access to approved tools.
Disability	This Statement may have a positive impact for some disabled students and colleagues, as University-provided AI tools may support accessibility, communication, planning, and reasonable adjustments. Risks may arise through inconsistent access, poor design, or use of non-approved tools. These are mitigated by explicit reference to reasonable adjustments and clear routes to support.
Gender Identity	AI systems may reproduce bias or inaccurate assumptions relating to gender identity. This creates a risk of exclusionary or discriminatory outputs if tools are used uncritically. The Statement mitigates this through critical use and accountability for outputs.

Marriage/Civil Partnership	No specific adverse impact has been identified in relation to marriage or civil partnership. Any emerging issues would be addressed through implementation and review.
Pregnancy and Maternity	No specific adverse impact has been identified in relation to pregnancy and maternity. Flexible and supportive use of University-provided tools may assist some students and colleagues. Any issues arising in practice should be addressed through existing support arrangements and ongoing review.
Race (incl. nationality)	AI systems may reflect or amplify racial bias through stereotyping, uneven quality of outputs, or discriminatory assumptions. There may also be differential impacts for users working in languages or contexts less well served by particular tools. The Statement mitigates these risks through critical engagement, transparency and accountability.
Religion and Belief	AI-generated content may contain inaccurate, insensitive, or biased representations relating to religion or belief if used without appropriate human judgement. The Statement mitigates this risk through critical use, accountability for outputs, and respect for lawful and ethical standards.
Sex	AI tools may reproduce sex-based bias or stereotyped assumptions in generated content. If unchecked, this could disadvantage individuals or reinforce discriminatory norms. The Statement mitigates this by requiring users to check outputs and remain accountable for the final product.
Sexual Orientation	AI-generated content may include biased, inaccurate, or exclusionary assumptions relating to sexual orientation. The Statement addresses this risk through critical engagement, transparency and accountability.