Case Study 5: Leeds Beckett University

An Institutional Approach to AI Related to Learning, Teaching and Assessment

What issue were we trying to address and why?

Since 2023, Leeds Beckett University has recognised the profound impact of generative artificial intelligence (AI) on higher education. While Generative AI presents opportunities to enrich learning and foster inclusivity, it also poses challenges to academic integrity and assessment design. Staff expressed uncertainty around integrating Generative AI effectively and ethically into teaching, learning and assessment practices. There was a need to build confidence among staff to design assessments that are robust against inappropriate uses of Generative AI while supporting students to develop critical, ethical and responsible use of these tools. Ensuring consistent and equitable application of guidance across disciplines was also identified as a key issue.

What we did

In response, we adopted a collaborative, inclusive approach to staff development, foregrounding partnership with staff, students and academic leaders. We established a cross-institutional steering group comprising senior academic leadership, the Academic Quality Enhancement Office (AQEO), the Centre for Learning and Teaching (CLT), Learning and Library Services (LLS), and the Students' Union. This group coordinated strategic planning and oversaw the development of staff-focused initiatives.

We created guidance on the ethical and appropriate use of Generative AI in assessments, including guidance on referencing and academic honesty. Training resources were developed to support staff in designing assessments that mitigate inappropriate uses of Generative AI while fostering higher-order thinking and personal reflection.

A cornerstone of our work was the June 2025 Generative AI and Academic Practice Symposium. This event brought together Heads of Subject, senior leaders and academic staff to critically explore the opportunities and challenges of Generative AI in higher education. Key agenda items included:

- Principles for the ethical and transparent use of Generative AI.
- Strategies for assessment design to foster critical thinking and reduce vulnerability to AI generated answers.
- Understanding students' challenges in using Generative AI.
- Long-term strategies for embedding Generative AI within teaching, learning and curricula.
- Staff training needs and equitable access to AI tools.
- Whole-group discussions to share experiences, develop action plans and shape future policy.

The symposium provided a forum for sharing experiences, reflecting on challenges and developing collective approaches to integrating Generative AI in teaching, learning and assessment.

Who was involved

- **Steering Group:** Senior academic leadership, AQEO, CLT, LLS and the Students' Union provided strategic oversight and coordination.
- **Heads of Subject and Course Teams:** Played a critical role in embedding guidance into teaching, sharing best practice and developing subject-specific strategies.
- **Academic Registry and School Leadership:** Supported the operational implementation of guidance and staff development activities.
- **Students' Union:** Collaborated in shaping the staff development agenda to ensure alignment with student needs and expectations.

Measures of success

Our measures of success include:

- Increased staff confidence and competence in using Generative AI.
- Consistent applicates

How do you plan to develop the intervention/ activity?

The intervention will be developed through a phased and collaborative approach led by a cross-institutional steering group, including academic leadership, professional services, and the Students' Union. In the short term (to September 2025), we will enhance existing resources, deliver targeted staff training, and co-create guidance with students to support ethical and effective use of generative AI in teaching and assessment.

From 2026, we will embed generative AI more systematically into curricula, reviewing assessment practices and developing further staff support. Equity of access and ongoing dialogue with staff and students will underpin the activity, ensuring the approach remains inclusive, transparent, and responsive to change.