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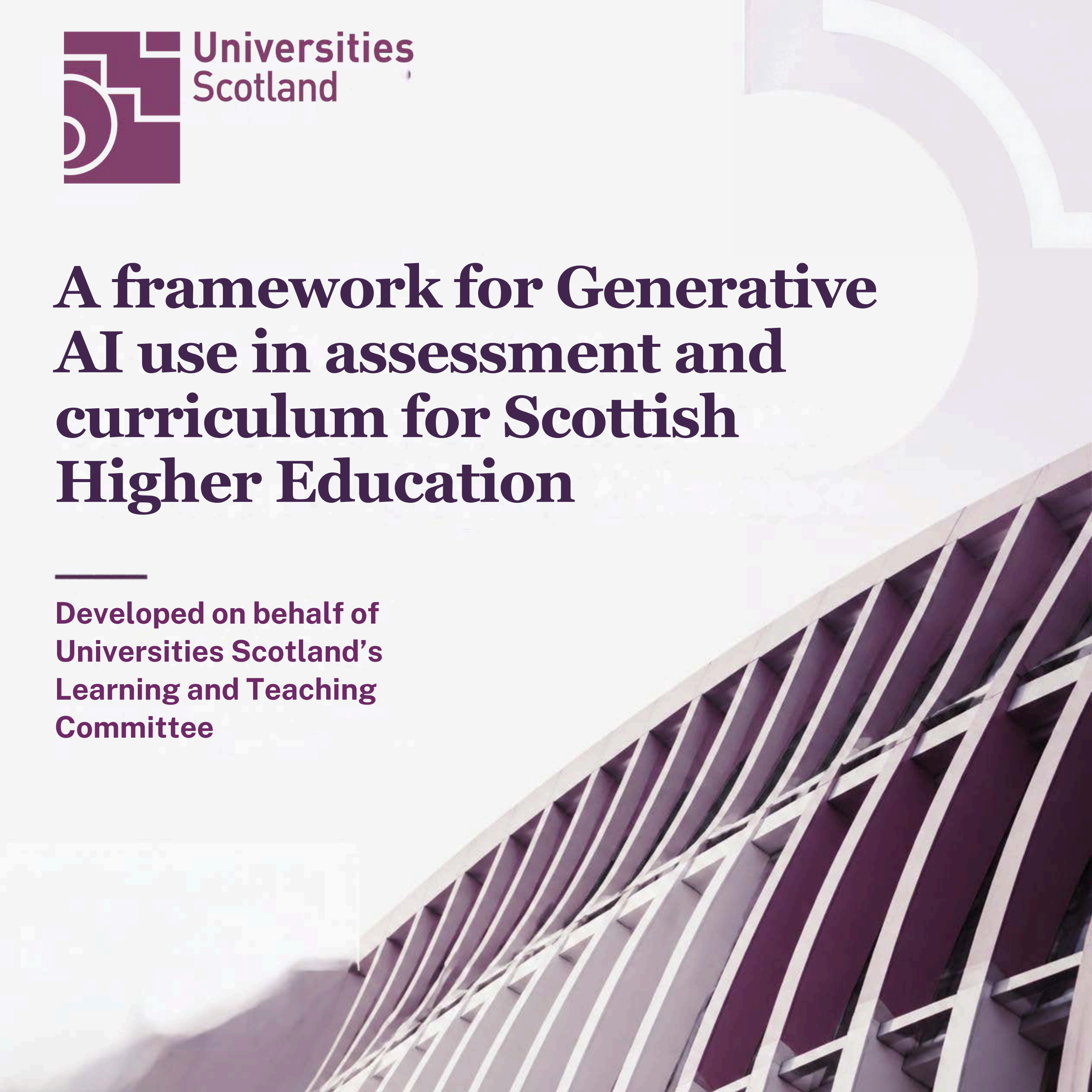
A framework for Generative AI use in assessment and curriculum for Scottish Higher Education

Developed on behalf of Universities Scotland's Learning and Teaching Committee



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This framework has been developed on behalf of Universities Scotland and is intended for Higher Education educators and learners in Scotland. It provides a consistent and comprehensive framework by which institutions and practitioners can reflect on their approach to Generative AI and assessment practice. The framework for Generative AI in assessment and curriculum functions synergistically with the principles set out in the Scottish Tertiary Education statement on the use of generative artificial intelligence.

The framework supports the development and design of assessment and curriculum policies, practices and guidance in Higher Education. It is not prescriptive, and instead it is intended that the framework is used to:

1. Guide strategic leaders and policy makers when developing an institutional approach to the use of Generative AI in assessment and the curriculum.
2. Support programme leaders and teaching colleagues in designing robust assessment approaches for their discipline.
3. Inform students as to the way in which Generative AI is used in teaching and may be used in learning and assessment.

The framework has been set in the context of Generative AI being widely available, used and embedded in many common applications and is a tool increasingly relevant to many employers and graduate sectors. A knowledge of Generative AI, its uses, strengths, limitations, benefits and risks therefore represents a key life skill that should be developed. The framework has been developed with the expectation that Generative AI will continue to evolve and influence education. All members of the higher education community should be supported to develop the knowledge and skills that enable them to respond to this evolving technology. It also assumes that institutions employ robust academic integrity policies that address misuse of Generative AI within assessments.

In preparing this framework, the authors acknowledge the important ethical and sustainability concerns that Generative AI technologies raise. While the authors believe that Generative AI is a technology that will have a significant influence on education and careers and thus cannot be ignored, it is incumbent on every member of the higher education community to carefully reflect as to the appropriate time and extent to which the technology is used and in full awareness and recognition of the inherent biases contained within the source material upon which Generative AI technologies work.

Transparent	Institutions should have a clearly articulated and communicated position on Generative AI use in assessment for staff, learners, and partners, aligned to the institutions' values, policies and practices. The permitted extent of Generative AI use and the approach to its use within learning, teaching and assessment should be justified, documented and communicated throughout the curriculum. Generative AI use within learning, teaching and assessment should be acknowledged and evidenced in a manner appropriate to the sector and the relevant discipline within which use occurs.
Equitable	Use of Generative AI in learning, teaching and assessment must be conducted using safe and equitable technologies which are assured by the institution. All members of the HE community should be upskilled so that they can engage with appropriate opportunities to use Generative AI, while recognising the ethical and societal changes its use creates. The use of Generative AI as an assistive technology in teaching, learning and assessment should be supported, except whereby such use is shown to be detrimental to learning.
Critical	Students and staff should recognise that the development of disciplinary knowledge and skills is essential for the robust interrogation of Generative AI outputs. The critical evaluation of all Generative AI tools, their use and outputs are essential and all members of the HE community should be supported to develop critical skills appropriate to their discipline. Assessments where Generative AI is permitted should require students to evidence appropriate and ethical use of the technology and address potential for bias & misinformation within outputs.

Learning-focused	Generative AI should be recognised as a tool that can contribute to the enhancement of learning and assessment within appropriate contexts but never as a means of replacing learning. The use of Generative AI in education should be focused towards 'assessment for learning,' with students and staff supported to recognise the consequences of using technology to bypass learning. Generative AI skills development should be aligned with the needs of employers and their future employees, while recognising the dynamic nature of developments.
Scaffolded	Generative AI skills development and experience should be aligned to existing learning frameworks, such as SCQF levels, QAA Benchmark Statements and PSRB requirements. Approaches that assess knowledge and skills development across programmes and over time should be viewed as a route to the comprehensive evaluation of student performance in the presence of Generative AI. Offloading of routine tasks to AI, which allows the redistribution of effort towards deeper learning can be considered, but only in a scaffolded manner once task competency is comprehensively demonstrated.

Supporting resources

From Principles to Practice: Taking a whole institution approach to developing your Artificial Intelligence Operational Plan. Jisc Advice and Guidance document. Sue Attewell 2024.
What is the University of Glasgow's position on AI? Quick guidance for students.
AI Referencing guide from the University of Stirling.
The Edinburgh (access to) Language Models (ELM) platform. University of Edinburgh.
QAA curated resources on to Generative AI.
Inclusivity in Generative AI Should Be an Attribute, Not an Add-On. Adam Burden and Laurie Henneborn, 2024. Stanford Social Innovation Review
Knowing you know nothing in the age of generative AI. Sarah V. Bentley (2025), Humanities and Social Sciences Communications. 12 (409).
Critically Assessing Gen AI Outputs. Edith Cowan University, Australia
Using Generative AI Tools in Academic Work. University of Edinburgh.
Using GenAI in Teaching, Learning and Assessment in Irish Universities. Dr Ana Elena Schalk Quintanar and Dr Pauline Rooney.
The Sydney Assessment Framework. University of Sydney, Australia.
How will generative AI affect students and employment? Sue Attewell. Prospects Luminate.
Generative AI statement within the QAA Accounting benchmark statement. QAA Benchmark Statements.
AI: Actual Intelligence – how embedded GenAI can promote the aims of higher education. AdvanceHE
Re-imagining University Assessment in a Digital World. Phillip Dawson. Chapter 4.