



Senate

<b>Paper Title</b>	<b>AI in Education- update for Senate, October 2025</b>
<b>Outcome requested</b>	Senate is invited to note the range of support that is in place for students and staff for the new academic year and also to endorse the proposed direction of travel around AI's positioning in future Queen Mary educational strategy policy, strategy and practice.
<b>Points for Senate members to note and further information</b>	<p>The purpose of this paper is to provide Senate with an update on the support available to staff and students around the use of AI in Education and to highlight priorities going forward as the university develops its strategy and policy in this important area.</p> <p>Given Queen Mary's already-stated strategic commitments to our students around AI literacy and the aims of the Centre for Excellence in AI endorsed by Executive members, it follows that the University needs to urgently review and develop institutional wide approaches to embedding AI within our student learning experience. Specifically:</p> <ul style="list-style-type: none"> <li>• An AI in education strategy</li> <li>• Policy around the use of AI in assessment e.g. appropriate/ inappropriate use by students, assessment of students' AI literacy, the role of AI in the assessment of students' work etc</li> <li>• An AI in education pedagogic framework</li> </ul> <p>All of which need to be appropriate to our mission and context and aligned to our educational approach; Active Curriculum for Excellence (ACE). Key enablers include appropriate guidance and training for staff and students, appropriate digital platforms and tools.</p>
<b>Questions for Senate to consider</b>	<ol style="list-style-type: none"> <li>1. Does Senate endorse the proposed direction of travel for AI in Education at Queen Mary?</li> <li>2. Does Senate endorse the aims of the Centre for Excellence in AI in Education?</li> <li>3. Is the new student-facing support and guidance a positive development? Are there any particular gaps/ areas for the future?</li> <li>4. Is the new staff-facing support and guidance a positive development? Are there any particular gaps/ areas for the future?</li> </ol>
<b>Regulatory/statutory reference points</b>	-
<b>Strategy and risk</b>	Given Queen Mary's mission, aims of strategy 2030 and KPI 8 Graduate Career Outcomes, it is essential that our graduates for the knowledge, skills and behaviours to be successful in the modern workplace. Employers are now expecting graduates to be literate in appropriate and ethical use of AI.

<b>Reporting/ consideration route for the paper</b>	
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# AI in Education- update for Senate, October 2025

## 1. Purpose

The purpose of this paper is to provide Senate with an update on the support available to staff and students around the use of AI in Education and to highlight priorities going forward as the university develops its strategy and policy in this important area.

## 2. AI in Education at Queen Mary- existing strategic commitments

In 2023, Queen Mary 'committed to the ethical and responsible use of generative AI and to preparing our staff and students to be leaders in an increasingly AI-enabled world' as a signatory to [the Russell Group Principles on the use of generative AI tools in education](#).

Queen Mary's Strategy 2030 has a clear aim to be "The most inclusive university of its kind, anywhere" and specifically, in terms of Education and the Student Experience, our strategy states "We will deliver an outstanding, inclusive, world-class education and student experience, co-created with our diverse student body, enhanced by our world-leading research and latest technological developments". Further, the 13 [Queen Mary Graduate Attributes](#) outline the knowledge, skills and behaviours that our students develop as a result of their learning experience at the university. One of these attributes is to be [AI and digitally literate](#). This has implications for curriculum design, assessment, student support and co-curriculum opportunities.

### 3.1 Centre for Excellence in AI in Education

Queen Mary recently established a new [Centre for Excellence in Artificial Intelligence in Education](#), situated within the Queen Mary Academy (QMA). In developing this Centre for Excellence, as a world leading university, we aim to become known for being at the forefront of the use of AI in education. Following SET's summer away day in July, the university is considering how to best integrate AI within education, research and professional practice. The aims of the Centre are being updated within that context, with focus on supporting the education aims within Strategy 2030:

- To establish an AI in education strategy for QMUL, appropriate to our mission and context and aligned to our educational approach; Active Curriculum for Excellence (ACE)
- To set Queen Mary graduates apart through having the key AI and digital literacies that organisations are looking for in their recruits, as set out within our Graduate Attributes
- To enhance Queen Mary's global reputation for excellence in education

- To strengthen capacity within Queen Mary for world leading scholarship and innovation in AI for student education
- To ensure all of our educators have the necessary skills and support to deliver these ambitions.

### 3. AI in Education at Queen Mary- proposed direction of travel

Given Queen Mary's already-stated strategic commitments to our students around AI literacy and the aims of the Centre for Excellence in AI endorsed by Executive members, it follows that the University needs to urgently review and develop institutional wide approaches to embedding AI within our student learning experience. Specifically:

- An AI in education strategy
- Policy around the use of AI in assessment e.g. appropriate/ inappropriate use by students, assessment of students' AI literacy, the role of AI in the assessment of students' work etc
- An AI in education pedagogic framework

All of which need to be appropriate to our mission and context and aligned to our educational approach; Active Curriculum for Excellence (ACE). Key enablers include appropriate guidance and training for staff and students, appropriate digital platforms and tools.

The Education and Student Experience Enabling Plan Priority 1 steering group, chaired by the Interim Director of the QMA, has established an Assessment-specific programme of work which includes a workstream on AI in assessment policy development and also a review of current assessment platforms in use within Queen Mary. Key stakeholders will help shape the University's strategy and policy in this important and complex area and the outcomes of this work will be brought back to Senate later this academic year, to allow implementation of policy changes for 2026/27.

### 4. AI in Education- support and guidance for students

From 2025-6, all new taught students are auto-enrolled onto an [Introductory AI](#) QMPlus course for Student Learning and Research. Returning students wishing to complete the course will be able to self-enrol. This course was originally developed by staff and students in the Faculty of Medicine and Dentistry, Library Services and TELT, with support from the President and Principal's Fund for Educational Excellence, and then shared with other interested schools in 2024-5. Since it was created, the course has been accessed by 5664 students and over 1170 have certificates of completion. The course has been highlighted at multiple QM education events, national conferences, and published as a case study in a resource funded by the Association of National Teaching Fellows. In summer 2025, at the request of ESELT, a task force of colleagues and students from across QM reviewed the content and process for making the course available to all new students. ESELT approved this approach on 4 September 2025.

The course is intended to be foundational, introducing general principles about the ethical and academically appropriate uses of AI, and linking to graduate attributes and the intention is to review and update the course annually. Complementary subject-specific resources can be linked to from the QMplus course. Staff wishing to review the content will be able to enrol as viewers.

While Library Services and TELT can provide high level, institution-wide data tracking usage and uptake, engagement is likely to be highest where completion of the course is encouraged and monitored at a local level, embedding the activity within programmes. Relevant staff (e.g. Education Managers, Directors of Education) can be nominated by schools and institutes to be given permissions to monitor their students' progress. Requests should go to [academicskills@qmul.ac.uk](mailto:academicskills@qmul.ac.uk).

The Academic Skills Centre within Library Services offers workshops-focused on key themes around the use of AI while embedding AI literacy in other areas of its teaching and resources.

There is also introductory information about AI for students on the [Library Services website](#), original co-created with QMSU and updated in 2025 with input from the Academic Head of the Centre for Excellence in AI in Education.

## 5.1 [AI guidance for PGRs](#)

The Doctoral College has published guidance for use of AI during doctoral studies.

# 5. AI in Education- support and guidance for staff

## 6.1 Staff Training and Development

Queen Mary's strategic commitments to educational excellence and strong graduate outcomes, necessitates educators are appropriately supported to navigate this rapidly developing, complex landscape. Queen Mary Academy (QMA) provides educators with a range of opportunities for building the confidence, capacity, and critical required for the successful and responsible integration of generative AI into teaching, learning, and assessment practices. Specific examples are highlighted below:

### 6.1.1 *New Staff CPD Training Course: [Critical AI Literacy: Essentials for Educators](#)*

This new in-house course, launched on 15<sup>th</sup> September 2025, is grounded in the UNESCO AI Competency Framework for Teachers and has been developed in partnership with Affiliate members of the Centre for Excellence in AI in Education, Library Services and ITS. The course comprises 5 units:

1. **AI Foundations and Applications:** Basic AI techniques and applications
2. **Human-Centred Mindset:** Human autonomy, agency and rights
3. **AI Ethics:** Ethical, diversity and sustainability principles
4. **AI Pedagogy:** AI-integrated teaching, learning and assessment

## 5. **AI for Professional Development:** Enabling lifelong professional learning

### *6.1.2 Staff Guide to Generative AI*

The QMA web pages have been significantly updated for the new academic year and now include practical examples of appropriate and inappropriate use of GenAI for educational purposes. The guide and the CPD training course are designed to be used in conjunction with one another and align with the student-facing course and guidance.

### *6.1.3 QMA AI in Learning Community of Practice*

Queen Mary has a growing community of practice of educators actively sharing their experiences of utilising AI in their practice. All staff can join the community of practice and access the accompanying SharePoint information hub and weekly newsletter. Further developments are planned for the 2025/26. Requests to join should be sent to [qmacademy@qmul.ac.uk](mailto:qmacademy@qmul.ac.uk).

### *6.1.4 Centre for Excellence in AI in Education Blog*

The Centre has an active blog highlighting staff contributions from across the university on a variety of AI in education related topics. The blog has been published monthly, to date, but given the increase in the number of articles being submitted, frequency will increase this academic year.

### *6.1.5 Academic Leadership Programmes*

Given the strategic importance of AI within our future pedagogic approach, new for 2025/26, AI-specific sessions are being incorporated in the Executive Leadership, Directors in Education and Programme Directors programmes.

### *6.1.6 Credit-bearing Teaching Programmes for new staff*

AI sessions are being incorporated into the PGCAP and CILT programmes.

### *6.1.7 Centre for Excellence in AI in Education Seminar Series*

The Centre's inaugural event was held in March 2025, followed by a major component of the June Festival of Education. More events are planned this year, including contributions from external speakers. The next event will be a half day symposium taking place on 5<sup>th</sup> November to showcase innovative practice in the University, including the use of AI in assessment. More details of the programme will be available shortly. In the meantime, you can book your place using the [CPD Training platform](#).

### **6.1.8 Additional support available through IT Services**

ITS are developing an AI Ethics Level 1 course for staff. Moving forward, another course, "Basics of AI and Automation for Queen Mary", is planned which will include general introduction to the topic and where to go in the University for support and guidance. ITS AI Guardrails and a new Framework and Guidance to ensure secure and ethical use are also in development.

## 7 AI in Education- Innovation and Scholarship

The QMA offers several initiatives to support educational innovation and scholarship in the area of generative AI for student education: the President and Principal's Fund for Educational Excellence, Queen Mary Academy Fellowships, Learner Intern Programme and the Student Enhanced Engagement and Development Awards. For each of these initiatives, there are AI-related projects either ongoing or recently completed. Some specific examples include:

### 7.1 [President and Principal's Fund for Educational Excellence](#)

In 2024/25 four projects focussed on AI in education. Output has been showcased at the Festival of Education, at external conferences and via publications and the projects are continuing to have impact within Queen Mary and beyond. For this coming academic year, two projects will focus on AI: AI-enhanced assessment and feedback, and on embedding AI within MBBS and BDS curricula.

### 7.2 [Queen Mary Academy Fellowships](#)

This year, Professor Adrian Armstrong, School of the Arts (HSS) has a Queen Mary Academy Fellowship focussed upon "Integrating reflective approaches to AI tools into authentic discursive assessments".

### 7.3 [Learner Intern Programme](#)

The Learner Interns Programme (LIP) offers an important opportunity for Queen Mary students to undertake scholarship projects in partnership with staff. The student interns collaborate and co-create learning solutions with staff. In 2024/25, one project focussed on student use of GenAI, with findings presented at the June 2025 Festival of Education. For this academic year, four projects will focus on co-creation utilising AI under the umbrella theme of the Queen Mary Graduate Attribute: Be AI and digitally literate.

### 7.4 [Student Enhanced Engagement Development \(SEED\) Awards](#)

Queen Mary's SEED Awards recognise our students' contributions to enhancing the quality of the University's learning experience. In 2024/25, three awards were made to learners in relation to student perceptions and use of AI in education. New for 2025/26 SEED is focussing on Queen Mary thematic strategic priorities as well as the open call. The themes comprise: Curriculum design, assessment, AI, Employability and Sustainability. The [deadline for applications is 23 October 2025](#).

### 7.5 [Piloting AI tools to enhance Assessment processes](#)

In 2024/25, the Draper's Fund for Innovation in Learning and Teaching was awarded to the project 'EduMark AI: AI-Driven Grading and Personalised Student Feedback to Save Educator Time.' This pilot project is nearing the end of its funded year and has shown

potentially promising results relating to time saving and accuracy. In the small sample of assessments, there was 50~60% reduction in grading time (estimated). Further piloting of this tool with a wider selection of assessments and disciplines is required.

For 2025/26, Queen Mary is one of eight universities in the UK to have been selected by Jisc to take part in the pilot of another AI-powered assessment tool, Graide. Graide can make recommendations for appropriate responses and suggests marks. However, recommendations are reviewed and confirmed by the educator. The pilot is being jointly co-ordinated by QMA and TELT and will run in Semester two of this year.

Finally, ITS are supporting EECS with the piloting of another AI platform, NebulaOne for marking at scale.

## 7.6 The AI Innovation & Transformation Hub (AIIT)

Supported by the Ideas Forum and Power Hours, the ITS-led AIIT provides a pipeline for grassroots innovation. AIIT engages directly with students to understand how they are already using AI, ensuring our approach reflects lived practice and delivers efficiencies where they matter most. The pilot project, “NebulaOne for AI Literacy in MBBS and BDS” (£4,500 GenAI access fund), demonstrates this model.

## 8. Recommendations

Senate is invited to note the range of support that is in place for students and staff for the new academic year and also to consider the proposed direction of travel around AI's positioning in future Queen Mary educational strategy policy, strategy and practice.