

RESPONSIBLE CURRICULUM CANVAS

Name

School / service

Date

CONTEXT	PLAN	PREPARE	CHECK	COMMUNICATE
A. KNOW YOUR COHORT Complete this part first. Who are your students? Note discipline, level, and any AI literacy gaps before you begin curriculum design. ☐ I know the AI literacy baseline of my cohort ☐ My cohort includes international students who may not have used AI before ☐ I have noted any language or accessibility considerations	B. AI SUITABILITY A quick decision check: should AI play a role in this module at all, and where? ☐ I have identified which learning outcomes AI could support ☐ I have considered where AI use could undermine the learning intent ☐ I have checked my institution's AI policy C. AI USE RULES For students, clearly define exactly which uses of AI are permitted and which are prohibited for each section of the assignment. ☐ I have specified permitted AI use for each assignment section ☐ My guidance goes beyond generic advice such as "don't copy and paste from AI" ☐ Students will know which parts of their work must be their own	D. AI TRAINING Don't assume your students know how to use AI well. Check whether they have the foundational skills before you advise them to use AI in their assignments. ☐ My students have received foundational AI training, or I have signposted it ☐ I have considered whether my students know how to prompt effectively ☐ I am not assuming a baseline of AI skill my cohort may not have E. ASSIGNMENT DESIGN Implement assignment approaches that naturally reduce blind AI reliance without policing students. ☐ My assignment still validly measures the intended learning, even with AI available ☐ I accept no assignment is fully AI-proof, and design for resilience not prevention ☐ My assignment includes a reflective or personal element AI cannot easily replicate ☐ I have made structural changes to the task(s), not just added generic rules students must follow ☐ I am not relying on AI detection tools as my integrity measure	F. ACCESSIBILITY & INCLUSION Account for AI literacy gaps, language barriers, and equity across your cohort. ☐ My AI guidance is accessible to students with lower AI confidence ☐ I have considered students using AI to support language learning ☐ My tasks do not disadvantage students with unequal access to AI tools G. ACADEMIC OVERSIGHT You are the curriculum designer. AI-generated content needs your judgment before it reaches students. You are responsible for what goes in your modules. ☐ I have reviewed all AI-generated content before using it with students ☐ I have checked for cultural bias or exclusion in AI outputs ☐ I am satisfied the content reflects my professional judgment	H. TELL YOUR STUDENTS Clear, accessible communication guidance and ready-to-use declaration language for your module. ☐ My module brief clearly states the AI permitted use policy ☐ Students know how to declare their AI use ☐ My guidance is written in plain, accessible language ☐ When explaining AI use verbally, I speak at an accessible pace and avoid local slang or idioms that students with English as a second language may not understand

I. STUDENT VOICE BASE

Headline findings from five focus groups with 25 students across undergraduate and postgraduate cohorts, grounding the insights above in student experience:

- ☐ Students want specific, task-level guidance, not generic rules
- ☐ AI literacy varies significantly, especially among international students
- ☐ Students already use AI for understanding concepts, drafting, language support, understanding feedback, and saving time
- ☐ Students are already ethically aware in their use of AI, regularly checking the accuracy of outputs and seeking clearer boundaries from academic staff
- ☐ Students worry about their own over-reliance and dependency on AI
- ☐ Students want practical training on ethical AI use, not just fearful warnings



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An AI-enabled framework for ethical and
inclusive curriculum design.

