

KNOW YOUR COHORT

RESPONSIBLE CURRICULUM CANVAS



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WHY IT MATTERS

AI literacy varies significantly between students. Assuming a shared starting point is one of the main reasons why AI guidance can fail, particularly for international students who may have had little or no prior experience using AI before arriving in the UK.

IN PRACTICE

- A cohort with a high proportion of international students may need an introduction to AI fundamentals before assignment-specific guidance is likely to be effective
- A cohort of home students may already be more confident using AI and therefore require less guidance, although it is still worth checking their level of understanding

COMMON MISTAKES

Assuming that all students today have grown up with AI and are equally familiar with it. This is not the case.

AI SUITABILITY

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WHY IT MATTERS

Not every assignment task benefits from the use of AI. Introducing AI without first considering whether it supports or undermines the intended learning outcomes can reduce the overall value of the assignment.

IN PRACTICE

- A reflective writing task where the aim is to develop a personal voice may be undermined if AI is used to generate the response
- A data analysis task where AI can support faster interpretation may genuinely enhance learning, provided that the underlying analytical skills are still assessed elsewhere

COMMON MISTAKES

Introducing AI into a task simply because it is available, without first evaluating whether it strengthens or weakens the specific learning outcome being assessed.

AI USE RULES

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WHY IT MATTERS

Student feedback indicates that generic instructions such as “don’t copy and paste” are unhelpful and unclear. Without task-specific guidance, students are left to interpret expectations themselves, creating inconsistency and unnecessary anxiety.

IN PRACTICE

- For a literature review, AI may be permitted for summarising sources but not for generating the critical analysis
- For a reflective journal, AI may be prohibited entirely, as the task relies on the student’s own voice, reflection, and personal experience

COMMON MISTAKES

Applying a single blanket AI policy across an entire module rather than defining permitted use separately for each assignment.

AI TRAINING

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WHY IT MATTERS

Academic staff may assume that students already know how to use AI critically and effectively. In reality, many students, particularly international students, have not received any formal training and may therefore rely on AI uncritically.

IN PRACTICE

- Before setting an AI-assisted task, check whether your students have received any form of AI training
- If there are gaps in training, direct students to relevant workshops or resources before the assignment begins, rather than waiting until problems arise

COMMON MISTAKES

Assuming that AI skills can be taken for granted, rather than recognising that they are a baseline that should be checked and, where needed, developed.

ASSIGNMENT DESIGN

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WHY IT MATTERS

No assignment can be made completely AI-proof. Assignments that rely solely on rules or prohibitions are easily undermined. Assignments that remain valid and meaningful even when AI is being used are more likely to produce reliable learning outcomes.

IN PRACTICE

- Add a short oral defence or reflective component that students must complete themselves
- Break a large assignment into staged submissions so that the thinking process is visible, not just the final product

COMMON MISTAKES

Relying on AI detection tools as the main safeguard, rather than redesigning the assignment so it remains valid regardless of how AI is used.

ACCESSIBILITY & INCLUSION

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WHY IT MATTERS

AI guidance provided by tutors that assumes all students are confident, fluent, and well-resourced may disadvantage the very students it is intended to support, including those with lower digital confidence, those who have previously had limited access to AI tools, and those who cannot afford paid AI tools.

IN PRACTICE

- A student using AI to support English as a second language is using it appropriately. Guidance should distinguish this from misuse
- Tasks and assignments should be designed so that students who cannot afford paid AI tools are not disadvantaged

COMMON MISTAKES

Writing AI guidance with only confident, well-resourced students in mind while overlooking those with less access or experience.

ACADEMIC OVERSIGHT

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WHY IT MATTERS

AI-generated content can contain bias, inaccuracies, or cultural blind spots. Academic staff remain professionally responsible for anything they use in teaching and should ensure that all AI-generated content is human reviewed before it is shared with students.

IN PRACTICE

- If any module content includes references to age, culture, or other characteristics, review it to ensure it is free from bias and appropriate for your student cohort
- When using AI to draft content, verify its accuracy using your academic judgement, as AI can confidently present incorrect information

COMMON MISTAKES

Treating AI-generated content as neutral or complete, rather than as a draft that still requires professional review and judgement.

TELL YOUR STUDENTS

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WHY IT MATTERS

Even a well-designed AI policy is ineffective if students do not understand it. Clear and accessible communication, both in writing and in speech, is essential for ensuring that students can apply the AI policy in practice.

IN PRACTICE

- State the AI policy clearly in the module brief rather than assuming students will infer it from general guidance
- When explaining AI use verbally, speak clearly and avoid local idioms or slang that international students may not understand

COMMON MISTAKES

Assuming that students understand the AI policy simply because it has been included in written guidance or mentioned once in a lecture.

STUDENT VOICE BASE

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WHY IT MATTERS

Student experiences of AI are changing rapidly and underpin all aspects of an inclusive curriculum. They may also vary across cohorts. Treating a single set of findings as definitive risks the **Responsible Curriculum Canvas** becoming outdated and no longer reflecting students' current experiences.

IN PRACTICE

- Gather feedback from your students each semester and record it on the **Responsible Curriculum Canvas** using sticky notes to help identify changes over time
- Compare new student feedback with previous findings rather than assuming that student experiences remain the same

COMMON MISTAKES

Treating the findings on the template canvas as definitive, rather than as a snapshot that should be updated through ongoing student feedback.