UNIVERSITY OF CAMBRIDGE
Department of Psychology

PBS AI Policy 2026-2027

Department of Psychology's policy on the responsible use of generative artificial intelligence (AI) tools for PBS Papers

For all formative and assessed summative work submitted for papers run by the Department of Psychology papers, the Department will continue to:

- expect students to produce work that is clearly their own, and
- regard copy-pasting content from generative AI tools (including, but not limited to, ChatGPT, Perplexity, Claude, Gemini, or Microsoft Copilot) as a form of academic misconduct.

The Department recognises that generative AI tools offer a potential learning opportunity for our students, which could aid the development of their knowledge, skills, and understanding if used critically and responsibly. Therefore, we allow students to use generative AI tools for some specific purposes in all formative and summative work. University guidance includes a range of examples of where it might be helpful, including:

- Identifying important pieces of research for students to read in further detail
- Helping to identify alternative perspectives to a question or topic, that students can reflect on
- Assisting in debugging code

To learn how to make the most of this technology in your University education, we also recommend that all students complete the Cambridge AI Literacy Course: https://www.vle.cam.ac.uk/course/view.php?id=256397

We will however also help students to identify weaknesses and limitations of AI software, including:

- Fabrication of references, and limitations in identifying the sources of claims
- Limitations based on what information AI has been trained on, and how recent this information is
- Ethical questions about biases in how it is trained, and with regards to the copyright implications of content it generates, and its environmental costs

The use of GenAI is not permitted for in-person, closed book examinations. Direct copying and pasting content produced by GenAI into summative assessments, and presenting it as the student's own work, constitutes academic misconduct, unless explicitly stated otherwise in the assessment brief.

To reiterate, we will maintain that students should not copy-paste from AI tools, to ensure the integrity of assessments, which should always reflect the student's original work, and to ensure that students continue to learn effectively how to write for themselves. The ability to

do so is critical in open-book course work and in closed book exams. Students should also be aware that text generated by AI may be detected by our plagiarism detection software.

In line with University guidance we will ask students to declare when they have used AI tools when submitting coursework, and for what purpose. We confirm that these declarations will not be used for marking. Your supervisor may also advise that you use AI for particular learning purposes, for example, to write something using AI in order to critically evaluate it. Please discuss any uses like this explicitly with your supervisors.

https://www.vle.cam.ac.uk/course/view.php?id=256397