



Title: Artificial Intelligence in Teaching and Learning Policy

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Gulf University adheres to all laws, regulations, resolutions, and instructions issued by the Higher Education Council and to all applicable national regulatory frameworks in the Kingdom of Bahrain.

1. Purpose

This policy establishes the principles, standards, and institutional requirements governing the use of Artificial Intelligence (AI) tools by college, teaching staff, and students in all teaching and learning activities at Gulf University. Its purpose is to enable the responsible and pedagogically sound integration of AI into instructional design, course delivery, and student learning -while protecting academic quality, ensuring equitable access, and maintaining the central role of human educators in learning experience.

2. Scope

This policy applies to all academic staff and students at Gulf University across all programs and delivery modes (face-to-face, hybrid, and online). It covers the use of all AI tools in teaching and learning activities and is applicable to all colleges, departments, and academic units.

3. Acronyms

AI	Artificial Intelligence
BQA	Education and Training Quality Authority
BOT	Board of Trustees
GU	Gulf University
HEC	Higher Education Council
HOD	Head of Department
LMS	Learning Management System
LLM	Large Language Model
NQF	National Qualifications Framework
PDPL	Personal Data Protection Law (Bahrain Law No. 30 of 2018)
PILOS	Program Intended Learning Outcomes
CILOS	Course Intended Learning Outcomes
QA	Quality Assurance
TLAC	Teaching Learning and Assessment Committee
VPAA	Vice President for Academic Affairs
UG	Undergraduate
PG	Postgraduate
ILO	Intended Learning Outcome
PBL	Problem-Based Learning
TLS	Teaching and Learning Strategy
CPD	Continuing Professional Development

4. Definitions

4.1. AI-Enhanced Teaching: The deliberate, pedagogically purposeful integration of AI tools into course design and delivery by a faculty member, with the aim of improving learning outcomes, personalizing the learning experience, or developing student AI literacy as a graduate competency. AI-enhanced teaching always maintains human educator primacy.

4.2. AI Tutoring System: An AI-powered platform or feature that provides students with personalized academic support, practice questions, feedback on written work, or explanatory content outside of scheduled class time. Such systems operate as supplementary learning tools and shall not replace faculty interaction.

4.3. Personalized Learning (AI-driven): An instructional approach in which AI algorithms adapt learning content, pace, and difficulty to individual student profiles based on performance data. Requires institutional authorization and a DPIA where student personal data is processed.

4.2. AI Literacy (Teaching Context): The faculty and student competency to evaluate, select, critically apply, and reflect on AI tools in teaching and learning contexts-including understanding AI limitations, bias, and the pedagogical appropriateness of AI use for specific learning objectives.

4.5. Human Educator Primacy: The principle that the authority, professional judgement, and academic accountability of the human faculty members are never displaced or substituted by AI tools in the teaching and learning relationship. Faculty remain responsible for all pedagogical decisions, regardless of AI tool involvement.

4.6. Approved AI Teaching Tool: An AI tool that has been registered and approved by the Digital Transformation Center for use in teaching and learning contexts at Gulf University and listed in the University's AI Systems Register.

4.7. AI Literacy Module: A mandatory structured learning program for all new students and faculty, covering responsible AI use, critical evaluation of AI outputs, AI disclosure obligations, and the ethical dimensions of AI in academic work.

5. Policy Statement

Gulf University recognizes that Artificial Intelligence is transforming higher education and embraces its use as valuable support for teaching and learning, while maintaining that it must not replace the essential human relationship between educators and students. The University affirms that AI should be used only when pedagogically justified, institutionally approved, and transparently communicated, with faculty retaining full responsibility for teaching decisions. It ensures equitable access to AI tools, promotes AI literacy as a key graduate competency aligned with national priorities, and commits to providing faculty with the necessary training and support. Additionally, students must be clearly informed about AI use in their courses and have the right to request alternative arrangements where appropriate.

6. Policy Details

6.1 Principles of AI-Enhanced Teaching

All AI use in teaching and learning at Gulf University shall be governed by the following principles, aligned with BQA standards for quality teaching and the OECD Principles on AI:

6.1.1. AI tools shall be selected and used because they demonstrably enhance specific learning outcomes-not because they are novel or convenient. Faculty must be able to articulate the pedagogical rationale for any AI tool used in course delivery.

6.1.2. Faculty shall retain full professional and academic responsibility for the learning experience. AI tools are instruments in the hands of the educator-never autonomous pedagogical agents.

6.1.3. Students shall be informed in the course specification of any AI tools used in delivery, the nature of their use, and the data they may collect.

6.1.4. AI teaching tools shall not create or exacerbate educational disadvantage. Equitable access for all students, including those with disabilities and those from lower socioeconomic backgrounds, must be assured before deployment.

6.1.5. AI tools used in teaching must be selected and deployed in a manner consistent with Gulf University's AI in Assessment and Academic Integrity Policy and must not create conditions that make academic misconduct easier or harder to detect.

6.1.6. Faculty shall evaluate the effectiveness of AI tools in achieving their intended pedagogical purpose at least once per academic year, using student feedback, learning outcome data, and peer observation.

6.2 Faculty Obligations in AI-Enhanced Teaching

Faculty members who use AI tools in teaching and learning shall:

6.2.1. Register any AI tool not already on the University AI Systems Register, by submitting Form GU-PR21AI-TL-F01 to the Teaching and Learning Committee before deployment.

6.2.2. Include a clear AI Tools Disclosure Statement in the course specification at the start of each semester, specifying: the AI tool(s) used; the purpose of use; the data collected from students; and student options if they have concerns about AI use.

6.2.3. Ensure that AI-generated learning content (explanations, examples, practice questions) is reviewed for accuracy, currency, and cultural appropriateness before presentation to students.

6.2.4. Maintain faculty-student interaction that cannot be replicated by AI-including mentoring, critical dialogue, contextual guidance, and pastoral support.

6.2.5. Complete the annual AI in Teaching professional development program offered by the Teaching and Learning Centre.

6.2.6. Participate in peer-assisted review of AI-enhanced course design at least once every two (2) academic years.

6.2.7. Report technical failures, inaccuracies, or pedagogically harmful AI outputs to the HOD and the DTC within five (5) working days of discovery.

6.3 Student Rights in AI-Enhanced Learning

Students have the following rights in relation to AI use in their teaching and learning experience, applicable at all program levels (UG, PG, CE):

6.3.1. Students have the right to be informed, before the course commences, of any AI tools used in the delivery of their course, including their purpose and the nature of any student data processed.

6.3.2. Where an AI tutoring or personalization tool collects student performance data, students have the right to opt out of data collection, subject to PDPL provisions, without academic penalty.

6.3.3. Students have the right to request a meeting with their faculty member at any point. AI tools shall never be deployed as a substitute for faculty availability during scheduled office hours.

6.3.4. Students who believe AI-generated learning content is inaccurate, biased, or culturally inappropriate have the right to raise this concern with the faculty member without academic penalty.

6.3.5. Students with disabilities or access limitations have the right to equivalent learning support through non-AI means where the AI tool is inaccessible to them.

6.4 Prohibited AI Practices in Teaching

The following AI practices are explicitly prohibited in teaching and learning at Gulf University:

6.4.1. Using AI tools to generate course content, lecture materials, or learning resources that are presented to students as original faculty scholarship without disclosure and critical review.

6.4.2. Using AI-powered surveillance tools to monitor student behaviour, attention, or engagement in class without explicit, informed student consent.

6.4.3. Deploying AI tutoring systems that collect student performance data without a completed DPIA and DTC approval.

6.4.4. Using AI tools that have not been registered and approved under the University AI Systems Register for use in teaching contexts.

6.4.5. Replacing scheduled faculty-student contact time with AI interactions without institutional approval and student notification.

6.4.6. Using AI tools trained on data that contains the personal information of Gulf University students without their knowledge and consent.

6.5 AI Literacy as a Graduate Competency

In alignment with Bahrain's National AI Strategy and Gulf University's graduate attributes, AI literacy is recognised as a core competency for the twenty-first-century workforce. Gulf University commits to:

6.5.1. Embedding AI literacy learning outcomes progressively across all undergraduate and postgraduate programs, mapped to the NQF level descriptors appropriate to the award level.

6.5.2. Providing a mandatory AI Literacy Module for all new students, covering responsible AI use, critical evaluation of AI outputs, AI ethics, and academic integrity in the AI era.

6.5.3. Supporting faculty in designing discipline-specific AI learning activities that develop students' capacity to critically engage with AI tools relevant to their field of study.

6.5.4. Offering elective AI literacy workshops and co-curricular activities through the Teaching and Learning Centre, available to all students regardless of program.

6.5.5. Reviewing and updating AI literacy learning outcomes annually to reflect the evolving AI landscape.

6.6 Differentiated Obligations by Program Level

AI use in teaching and learning carries different implications at different levels of study. The following level-specific standards apply:

6.6.1. AI tools in UG teaching shall prioritize developing foundational subject knowledge and critical thinking. Heavy reliance on AI-generated content in core disciplinary courses is discouraged.

6.6.2. AI tools may be more extensively used where they develop professional competencies aligned with labor market needs. Faculty must ensure that AI use develops rather than replacing advanced analytical and synthetic skills at NQF Level 9.

6.6.3. AI tool used in research training must comply with AI Ethics, and Research Integrity Policy in addition to this policy. Supervisors must ensure that research students understand and apply the research AI disclosure obligations.

6.6.4. AI tools are particularly appropriate in CPD contexts where workplace AI applications are a learning goal. Instructors must ensure compliance with this policy's core principles.

6. Responsibilities

Students are responsible for:

- following this policy appropriately.

Instructors and Academic Advisors are responsible for:

- following this policy appropriately.

Administrative Staff are responsible for:

- following this policy appropriately.

Teaching Excellence and Technology Center is responsible for:

- following this policy appropriately.

Heads of Departments are responsible for:

- ensuring that all faculty members and students are fully informed of this policy.
- implementing this policy appropriately.

Deans are responsible for:

- ensuring that all faculty members and students follow this policy.
- implementing this policy appropriately.

Staff Development Office is responsible for:

- following this policy appropriately.

Quality Assurance and Development Center is responsible for:

- ensuring appropriate implementation of this policy.

The Vice President for Academic Affairs is responsible for:

- ensuring appropriate implementation of this policy.

University Policy Development and Review Committee is responsible for:

- systematic review of the effectiveness of this policy.

7. Related Policies

- AI Governance and Oversight Policy
- AI in Assessment and Academic Integrity Policy
- AI Data Protection and Privacy Policy
- Teaching and Learning Policy

8. Related Procedures

- AI Governance and Oversight Procedures
- AI in Assessment and Academic Integrity Procedures
- AI Data Protection and Privacy Procedures
- Teaching and Learning Procedures

9. Related References and Standards

- UNESCO Recommendation on the Ethics of AI (2021)
- OECD Principles on AI (2019, updated 2024)

- QAA (UK) Guidance on AI in Higher Education (2023/2024)
- EU AI Act (2024)
- Bahrain Personal Data Protection Law No. 30 of 2018 (PDPL)
- Bahrain National AI Strategy-Vision 2030
- BQA Institutional Review Handbook
- HEC Academic Regulations and Resolutions
- National Qualifications Framework (NQF) Handbook-BQA