

AI and GPT: Position Statement

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Related Policies/Documents:

[AI use by Students - Position Statement Oct 2023](#)

1. Introduction and Context

This position statement is written within the wider context of the DFE position statement on AI and Generative AI (Department for Education, 2023), JISC Generative AI primer (JISC, 2023) and additional research and knowledge from across the education sectors.

The position herein is intended to guide and influence North Kent College's ("the College") which includes Hadlow College, policy and practice as it is developed or updated. Instead of having a separate AI policy, the College acknowledges AI's potential for further integration into its operations. This position statement ensures AI is seen not as a standalone idea, but as a valuable addition to the College's extensive toolkit. This approach prevents AI from being incorrectly isolated from the College's broader policies and practices.

In addition to influencing College policy, this position statement will inform a number of strategies within the wider College as they are updated. The following key strategies and action plans all include aspects where AI is not only prevalent in the wider community but also, in numerous instances, well embedded by many within aspects:

Teaching and Learning Strategy and Action Plan ([link to](#));

IT Strategy and Action Plan ([link to](#)); and

Learning Technology Strategy and Action Plan ([link to](#)).

1.1. Artificial Intelligence (AI)

Artificial Intelligence ("AI") refers to the simulation of human intelligence in machines that are programmed to think and learn like humans. The term can be applied to any machine that exhibits traits associated with a human mind such as learning and problem-solving.

AI systems are capable of handling tasks that typically require human intelligence, such as visual perception, speech recognition, decision-making, analysis and translation between languages.

1.2. GPT (Generative Pre-trained Transformer)

A Generative Pre-trained Transformer ("GPT") is a type of AI model known for its ability to generate text. It's a part of a broader category of models known as transformers, which are designed to process and generate human-like text based on the input they receive. The term "pre-trained" indicates that the model has been previously trained on a large dataset of text, allowing it to understand and generate human language.

GPT models are notable for their capacity to perform a wide range of language tasks, such as translation, question-answering, and content generation.

AI including GPT and other AI based technologies referred to collectively as "AI" within this document are becoming integral to the educational landscape. AI offers innovative approaches to teaching, learning, assessment, administration, and support services as well as wider society.

2. The College Position

The College believes that AI can be a significantly useful tool to aid learning and its effective, responsible use is likely to be a desired trait for employers. However, its use must be guided by principles of integrity (academic or otherwise) and with awareness of the risks it poses, when not used with care.

The ease of access and use in assessment (both formative and summative) creates a challenge and opportunity for the College to review assessment practice and the validity of the assessment methods used when assessing knowledge and understanding within an environment where GPT and AI is so freely available.

The College seeks a progressive shift in its own conversation about AI, especially generative AI, that comes from a wider negative perception of AI. Moving past the fear-based views that often paint AI as a tool for cheating, AI is an opportunity to make a positive impact on staff and students. Like any tool, the application of it is key: with the right training and understanding, the College believes that risks can be better understood and mitigated against and benefits can be maximised for the College's community.

3. AI Literacy and Training for Staff

Recognising the importance of AI literacy in the modern educational environment, the College is committed to providing training, resources and support for staff. This initiative focuses on supporting staff with their understanding of AI, its applications in education, and the skills necessary to effectively leverage these technologies.

Training will cover various aspects of AI, from basic concepts to more advanced applications, ensuring staff are well-equipped to integrate AI tools into their work and teaching practices.

4. Ethical Use of AI

The ethical implications of AI are a paramount concern. The College is dedicated to upholding the highest standards of ethics in the use of AI. This includes ensuring fairness, transparency, and accountability in AI-driven decisions, particularly those impacting student outcomes. Staff must be mindful of ethical considerations in selecting and deploying AI tools, and to engage in practices that respect student privacy, data rights, and the inclusive nature of the College's educational environment.

5. Data Protection and Privacy

In line with data protection legislation, such as the Data Protection Act 2018, the College places the utmost importance on safeguarding personal and sensitive data. AI systems will be scrutinised to ensure they comply with these regulations, with specific attention to how they collect, store, and process data. Staff receive guidance and training on managing data and need to apply the same rigour to engaging with AI systems, ensuring the confidentiality and integrity of student and staff data. Attention will be paid to the risks surrounding incorporation of inputs and prompts into the larger data set that a language model may be drawing from.

6. Intellectual Property and Copyright

The College recognises the importance of intellectual property rights, especially in the context of AI's capability to generate and use existing content. Policies are in place to ensure that any use of copyrighted materials, including student work is used within the terms agreed. Staff are expected to be vigilant in respecting these rights and in guiding students to do the same, particularly when utilising AI for creative or academic purposes.

7. Cybersecurity and AI Risks

The advent of AI brings new dimensions to cybersecurity. The College is actively enhancing its cybersecurity measures to address the sophisticated threats posed by AI technologies. This includes regular reviews of its cyber infrastructure, implementing advanced security protocols, and will continue training staff to recognise and mitigate potential cyber risks associated with attacks including those using AI tools.

The College will utilise the facilities of AI through its suppliers to bolster the security of College data. Through continuous monitoring and analysis, AI systems can detect anomalies and potential security breaches, protecting sensitive information.

8. AI in Support Services and Administration

It is not the intention within this position statement to give an exhaustive list of uses of AI. Automation and Analytics are, however, both areas that the College will continue to develop its application of AI.

8.1. Automation

AI can automate routine tasks such as scheduling, data entry, and record-keeping. This reduces the administrative burden on staff, allowing them to focus on more complex and "value adding" activities. The precision and efficiency of AI-driven systems can support reduction of errors in administrative tasks, leading to smoother experiences and more robust and reliable processes.

Additionally, AI-powered chatbots can provide 24/7 query resolution and guidance, ensuring students, applicants and enquirers have constant access to support. The College will continue to develop use of Virtual Assistants and chat-bots where beneficial to internal and external stakeholder experience.

8.2. Analytics and Business Intelligence

Machine Learning ("ML") based AI can support prediction of student outcomes and identify those at risk of underperforming or dropping out. This allows for timely intervention and support, improving student retention and success rates.

AI can optimise the allocation and utilisation of resources within the college. By analysing usage patterns and needs, AI systems can ensure that resources such as rooms, materials, and human resources are efficiently scheduled and deployed. The College will continue to develop its longstanding use of business intelligence and analytics through PowerBi (since 2017) and leverage the increased availability of ML functionality to support decision making to support business and learner outcomes.

In summary, the applications of AI in support and administration at a further education college in the UK hold the promise of enhancing efficiency, personalising student support, optimising resources, and fostering an environment of innovation and security.

9. AI in Teaching and Learning

The Use of AI from a student perspective is addressed in the College Position Statement on the student use of AI. The integration of AI into teaching and

learning practices marks a significant step in the College's evolving educational approach.

The College approach involves the use of AI-driven tools for personalised learning, automating administrative tasks to allow teachers more time to focus on instruction through the use of systems such as [TeacherMatic](#), and utilising AI within adaptive learning platforms (where achievable) that cater to individual student needs.

10. Assessment and AI Tools

AI's role in assessment should be transformative, offering new methods for evaluating student performance and providing feedback. The College is exploring AI-driven assessment tools that can deliver more timely, personalised, and comprehensive feedback to students. This includes the use of AI in grading, monitoring student progress, and identifying areas for improvement. The use of AI from a student perspective in relation to assessment is addressed within the College Position Statement on the student use of AI.

In addition to the wider context of Awarding Body guidance and policies that provide contextual instruction and regulation for AI and GPT usage within assessment and learning for each discrete qualification, those involved in teaching and assessing any qualifications regulated by JCQ should also be aware of and following JCQ guidance (JCQ, 2023).

The College will continue to provide tools to support teaching colleagues with identifying plagiarism and generative AI content submitted as original work.

The College will robustly promote the evaluation of assessment strategies used across curricula regarding validity. As part of The College's wider teaching, learning and assessment strategy, assessment should be relevant, valid, and reliably meet its intention. This approach will ensure that knowledge and understanding are assessed in a variety of ways.

11. Ongoing Professional Development

Recognising the rapidly evolving nature of AI, the College emphasises the importance of continuous professional development for its staff in this and will embed it into multiple aspects of CPD including teaching, learning and assessment updates as well as discrete AI CPD. This commitment to continuous learning ensures that the College's teaching and support colleagues remain knowledgeable about the latest AI advancements and pedagogical strategies.

12. Collaboration and Partnerships

Collaboration with external entities, including other educational institutions, technology companies, and AI research organisations such as JISC is vital to maximise the benefits of AI in the College's educational practices. The College will continue with its collaborations in this arena as well as implement new ones where opportunities arise.

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