Generative AI Policy for Teaching and Learning

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1. Scope

1.1 This document sets out the University's policy for the use of Generative AI in Teaching and Learning for taught programmes and for taught components of professional doctorates. The policy will be regularly reviewed by the University's Learning and Teaching Committee. The use of Generative AI in the research work of postgraduate research programmes is covered by the University Policy for the use of Generative AI in Research.

1.2 The policy does not prohibit the use of Generative AI for teaching and learning but aims to add clarity around appropriate use for both staff and students and positions the requirement for ongoing training across the whole community to influence behaviour and surface best practice.

1.3 The policy allows for differential use across the institution according to discipline area. This policy should be read in conjunction with the following University policies;

- Plagiarism and Collusion Policy;
- Inclusive Education Policy; and
- Blended Learning Policy.

1.4 Staff should complete training in the following areas;

- Data protection
- Copyright

2. Introduction

2.1 Generative Artificial Intelligence (AI) is a sub-area of Artificial Intelligence where Large Language Models (LLMs) are trained using huge amounts of data, and then used to generate new content, such as text, code, diagrams and images, prompted by human input. It should be noted that GPTs are not strictly AI but represent travel towards it. GPTs are covered under this policy.

2.2 Machine learning has been in existence for a number of years, and it is common in software such as spelling and grammar checking. However, the rapid and ongoing development of Generative AI tools which are able to replicate natural language and generate content has had a disrupting effect in the education sector.

3. Governance

3.1 The University's Plagiarism, Collusion and Contract Cheating Policy will be under regular review to ensure that it remains current and reflects practice in line with what is developing understanding within this area of academic integrity.

3.1 The UEA Generative AI working group will continue to meet and surface emerging technologies, opportunities and challenges.

4. Institutional

4.1 The use of Generative AI is likely to be different across the institution by subject area and across disciplines. Thus, each School of Study should meet *at least* once per academic year to discuss the impact of generative AI on their assessment design and set School-level expectations around the appropriate use of AI for students within their discipline.

4.2 Expectations should be understood by all academic staff within that School, clearly communicated to students at appropriate points and, where there is a School approach or practice which differs from the general University guidance (as set out in this policy), explicitly explained in the assessment briefs.

4.3 The use of computer assistance to give the impression that a student has learned more than they have is academic misconduct.

5. Pedagogy

Computers and AI can be useful in many contexts, but they can produce incomplete, inaccurate, misleading and/or biased information. Therefore, it is important students develop skills in using computers and Generative AI tools effectively to support their studies, including an awareness of their strengths and limitations and learn how to challenge the outputs. These should also be considered skills they will need in the workplace.

5.1 Student Practice

5.1.1 There are a number of 'green light' approaches which can be used by students

- **Generative AI as mentor** - timely feedback is crucial for students, and generative AI can be used to gain ongoing feedback on tasks and assignments. It can also be used as a tool to help support effective study. Students should reflect on AI feedback and other outputs against their own knowledge and understanding and report on the guidance which has been provided and how they may or may not include it in their work. This is to complement and not substitute for engagement with formative tasks, and guidance from teaching staff, Learning Enhancement Tutors, Academic Librarians and others and the University.
- **Generative AI as tutor** - explanations can be provided to gain understanding. Inspiration and ideas can be provided. AI can help develop thinking by checking responses, providing counterarguments and generating questions. Students should always check AI output against their own knowledge and understanding, and other sources, as content can be inaccurate biased and misleading.
- **Generative AI as a team member** - team working is an important workplace skill, and Generative AI can be used by a team of students to act as a virtual member, maybe playing a role which other students might find awkward or difficult, e.g. asking for a counterargument or acting as a disrupter. Students do not need to take the advice of the AI and must be critical and evaluate the output before it is used.
- **Generative AI as researcher**-doing a literature search is a crucial part of starting most items of assessment. Generative AI can be used to surface relevant literature, however students should be aware that references can be fictional, not current and

non-exhaustive. There are certainly better and more accurate tools to surface research papers.

5.1.2 There are a number of ‘red light’ activities where students should not use Generative AI

- UEA aims to encourage, develop and assess written English; unless specifically required to use AI as part of the assessment submitted work must always be the student’s own writing therefore they must not copy and paste computer generated text directly.
- Students should be aware that the output from Generative AI can contain errors, bias, misinformation, missing information, and hallucinations (false information). Students should always check the content against their own knowledge and understanding.
- Students should not use Generative AI as the first step in their thinking (i.e. to immediately ask the computer the exact question that they have been asked).
- Students should not circumvent their learning, e.g. when asked to reflect on a task or output from a task.
- Students should not rely on Generative AI when working in an important context where the student is reliant on the generated output being correct (e.g. legal contexts such as placement risk assessments).
- Students should not use content or ideas from Generative AI without appropriate citation.
- Students should be aware of privacy and GDPR and not input personal and private information about themselves or others. This is because the software will store data and information and potentially use it for other content.
- Students should not input confidential research data, both quantitative and qualitative or copyrighted data/text into an AI tool without approval. If personal data is to be put into an AI tool this must be part of the ethics application process.

5.2 Staff Practice

5.2.1 There are a number of ‘green light’ approaches which can be used by staff. These have been grouped as design, content creation and assessment, but more information can be found in the Staff Guidance document.

- **Generative AI for teaching design**-ideas for teaching often come through speaking with colleagues and investigating the pedagogical literature. Generative AI can be used to generate lesson plans, surface new ideas and approaches.
- **Generative AI for content creation**-this could involve the generation of templates, for example letters, case examples to illustrate concepts or scenarios which can be discussed in teaching sessions. Diagrams and images can also be created, but the AI tools here are often paid for, and run the risk of copyright issues.
- **Generation AI for assessment**- answers to example assessment questions to be shared with students to evaluate the strengths and weakness of generative AI content. Grouping and marking responses to short answer questions or multiple choice where AI functionality is part of a software package used to deliver an assessment and where there remains human oversight.
- **Generative AI as mentor**-support students to explore ways of using Generative AI for ongoing feedback on assignments and tasks and as a tool to help support effective study. This includes helping students to reflect on AI feedback and other

outputs against their own knowledge and understanding and report on the guidance which has been provided and how they may or may not include it in their work.

5.2.2 There are a number of 'red light' activities where staff should not use Generative AI

- Generation of letters to students or other staff using personal data and information. This is because the software will store data and information and potentially use it for other content.
- Generation of personalised student feedback on formative and summative assessment. Students can be encouraged to seek ongoing feedback on tasks and assignments, but the justification of a mark should be a human judgement.

6. Technology

6.1 As with all technologies UEA will monitor the AI tools on offer on a regular basis and make the decision if and when to obtain a license for specific tools.

6.2 UEA has approved the use of the TurnitIn AI detection software for taught programmes, but this must be used with caution by Plagiarism Officers only due to reported inaccuracy and, as with other screening tools, merely one factor in potentially identifying submissions which warrant further investigation. The tool will not be able to differentiate legitimate use of Generative AI.

7. Support, Training and Professional Development for Staff

7.1 Support will be given to staff through self-access materials, in person training sessions and opportunities for discussion. This training will be offered through CHERPPS and CTEL.

7.2 Training will be given to Plagiarism Officers on the available detection tools and their limitations.

8. Support and Training for Students

8.1 Support should be given to students by their Schools on the use of Generative AI, the policy should be translated into guidelines to support students with when they can and cannot use the tools.

8.2 Module organisers should make it clear within assessment briefs how Generative AI can be used, ensuring that the policy is adhered to, or where it differs explain why.

8.3 Support is also available in the Learning Enhancement Team and the Library.

9.0 Supporting Resources

UK Government White Paper

JISC-AI a Primer