Position Statement on the use of generative AI tools in teaching, learning and assessment.

1   Context and introduction

1.1   Generative Artificial Intelligence (GenAI) refers to complex computer systems that can perform tasks that usually require human intelligence, generating high quality outputs. This includes creative tasks such as writing text, generating images, producing music, as well as tasks that are about collating or processing information, responding to problems and making informed decisions. These systems learn from vast amounts of existing information to produce outputs that mimic human-like creativity and decision-making. This capability makes GenAI particularly versatile in applications that require innovation, customisation, or automated content creation. Beyond replicating styles and patterns, some GenAI models can understand and respond to context, make predictions, and even propose solutions to complex problems, reflecting a significant advancement in how machines can assist in various fields. It is now recognised that Generative Artificial Intelligence (GenAI) has the potential for a profound impact on the ways in which we teach, learn, assess, and access education.

1.2   Staff and students are already making use of GenAI tools such as ChatGPT, Microsoft Co-Pilot, Google Gemini and DALLE (for example, there are many others) to write text and create images. Academic staff can use GenAI to assist lesson planning, generate new content and otherwise support innovative teaching. The implications of GenAI for higher education are both positive and negative. There is now general agreement in the sector that it is the responsibility of Universities to ensure that GenAI tools can be used for the benefit of students and staff. This means using GenAI within an ethical framework to positively enhance teaching practices and student learning experiences and ensuring students develop the capabilities to use GenAI responsibly for their studies and future working lives.

1.3   Staff and students need to understand how GenAI tools work, their limitations and benefits, as well as appreciating how GenAI can support the development of graduate attributes and future employability. Students need to also develop an understanding of how GenAI can be used to support the preparation of assessments without compromising academic integrity.

1.4   Along with other Universities, our position is not to prohibit the use of GenAI tools, but rather to provide all members of the academic community with support and guidance on how GenAI can be used responsibly and ethically; this is what is sometimes referred to as GenAI literacy or GenAI capital. Key to the responsible use of GenAI tools is intellectual ownership of academic work and

the proper acknowledgement of the role played by GenAI tool in developing the work. The use of Gen AI tools cannot therefore be separated from the development of critical thinking and analytical skills.

1.5   The Russell Group of Universities has agreed the adoption of a set of 5 common principles to inform the use of GenAI by HE institutions. This guidance takes those principles as a basis for providing a framework for the use of GenAI within teaching, learning and assessment that takes account of the disciplinary and pedagogical context of learning at the University of Worcester.

1.6   As GenAI technologies continue to develop, it is vital that across all disciplines the specific implications are discussed and best practice in teaching, learning and assessment that takes account of contexts is fostered and implemented. This includes equitable access to tools and to support to develop GenAI literacy and GenAI capital for success in education and work. We are aware of the challenges for students in relation to the digital divide and therefore recommend the use of Microsoft Co-pilot in relation to academic work.

2   Principles for the use of Generative AI tools

2.1   The following principles adapted from the Russell Group's work, will guide our approach to the use of GenAI:

- Staff will be supported to develop capabilities in the appropriate and ethical use of GenAI to support student learning.
- Students will be supported to develop GenAI literacy/capital so that they are able to use GenAI critically, responsibly, and ethically.
- Teaching, learning and assessment strategies will be adapted to incorporate ethical use of GenAI tools.
- Academic integrity and rigour in assessment will be upheld.
- A culture of innovation, collaboration, and sharing of best practice in the application of evolving GenAI tools will be fostered.

3   GenAI and Learning and Teaching

3.1   All students should have opportunities to develop GenAI literacy with respect to:

- Understanding the significance of GenAI for their studies and future careers.
- Recognising appropriate and inappropriate uses of GenAI in supporting learning and assessment.
- Appreciating the strengths and limitations of GenAI when used as part of the learning experience.
- Developing the skills to utilise GenAI tools critically and ethically to support learning and to avoid compromising academic integrity in assessments, including referencing the use of GenAI.

3.2   Course teams working with Learning and Teaching Directors and Co-ordinators should determine how GenAI can be incorporated into programme design and learning and teaching activity. PSRBs, external examiners and subject communities of practice are likely to be sources of expertise and experience. Considerations should take into account learning outcomes, pedagogic practices, the development of graduate attributes and skills, disciplinary conventions, and where applicable PSRB accreditation requirements.

3.3   How course teams are developing students' GenAI literacy will be considered through course approval and will be regularly reviewed to foster consistency of approach and to promote innovative and best practice responses. As GenAI tools evolve and our institutional good practice develops, so will the nature of teaching, learning and assessment pedagogies.

3.4   GenAI tools have significant potential to support and enhance the student learning experience, and staff should support and encourage appropriate and responsible use. For example, students might be encouraged to use GenAI tools to prepare for classes and seminars or workshops, and also in relation to aspects of assessment preparation.

3.5   In providing guidance for students on the use of GenAI in relation to assessments, the University Library Services will maintain advice and guidance for students on webpages, including examples of what is and is not acceptable.

3.6   There may be assessment contexts where the use of GenAI tools is not appropriate, and module tutors should make this clear in assignment briefs. Further examples of appropriate and inappropriate use of GenAI can be found in the annexe.

3.7   Academic staff incorporating GenAI tools within their teaching or assessments should ensure:

- familiarity with the opportunities, limitations and ethical issues of GenAI tools, which should be discussed with students. Examples include privacy and data considerations; potential for bias; inaccuracy and misrepresentation of information; ethics codes; plagiarism; sustainability and exploitation.
- familiarity with the specific privacy policies or user agreements relating to their use. Students should be explicitly alerted to these policies whenever GenAI is to be used.

3.8   Course and module handbooks should be updated to include details of the University's policy regarding the use of GenAI tools by students and its implementation within the School. Schools and course teams will need to plan carefully for educating students as part of their induction and ongoing progress through higher education at both module and course level.

3.9   GenAI offers the potential for academic staff to enhance their learning and teaching materials and assessments, for example through content generation (e.g. case studies, simulations), problem solving and data analysis.

3.10   Where GenAI tools are used by academic staff to create course materials, this should be clearly articulated and referenced within the learning materials or assessments.   Academic staff are individually responsible for ensuring the factual accuracy and quality of any materials created using generative GenAI tools.

4   GenAI, Assessment and Academic Integrity

4.1   Given the current fast changing environment for GenAI, it is important to talk regularly to students about academic integrity and GenAI. This Policy is based on the position that the use of GenAI tools for assessments is acceptable provided such tools are used responsibly, and academic integrity is maintained.

4.2   GenAI also has implications for the design and development of assignments by staff, since some types of assessment are more susceptible to inappropriate use of GenAI that would not be consistent with academic integrity and may be impossible to detect. All academic staff have an individual responsibility to review their assessments to mitigate the effects of the inappropriate use of GenAI tools.

4.3   Within all modules, academic staff should clearly articulate the acceptable use of GenAI tools by students (or where in a specific context such use may not be appropriate), based on this Policy and associated guidance. There should be a consistent approach across modules within a course wherever possible, and there should be clarity for students on how they should acknowledge and reference the use of GenAI (see Cite them right guidance here).

4.4   Students should be first introduced to the ethical use of GenAI ahead of any summative assessment and ideally as part of the early formative assessment for first year students. However, course teams will need to consider how students working at all levels, including post-graduate will be supported to develop GenAI literacy/capital and an understanding of what is and is not permissible for assessments. The importance of students maintaining a record of how they planned and constructed their assignment, detailing the use of GenAI where appropriate, should be embedded as part of good academic practice.

4.5   Staff should note that tools designed to detect the use of GenAI are known to be problematic and therefore their use is not currently permitted by the University.

4.6   The University has reviewed its academic misconduct procedures, and reference to use of GenAI tools is incorporated. It is the responsibility of all course teams to ensure that all students understand the concept of academic integrity, and within this, when and how the use of GenAI is inappropriate. It follows that all courses should include space for discussion with students of academic integrity and how this relates to the use of GenAI, so that students can make informed decisions, and can act ethically and responsibly where the use of such tools is permitted.

5   References and resources

University of Worcester (2023) *Procedures for Investigation of Alleged Misconduct.* Available at: https://www2.worc.ac.uk/registryservices/documents/Proceduresforinvestigationofallegedacademicmisconduct.pdf (Accessed: 31st August 2023).

Russel Group: Russell Group principles on the use of Generative AI tools in education (2923). Available at https://russellgroup.ac.uk/media/6137/rg_ai_principles-final.pdf (Accessed 6th September 2023)

UW Student Guidance for use of AI:

Generative AI guidance. You can, you shouldn't, you mustn't.pdf - Google Drive

Approval/Review Table

Item	Notes
Version Number	1.0
Date of Approval	22nd May 2024
Approved by	LTSEC – 22nd May 2024 Academic Board – 26th June 2024
Effective from	June 2024
Policy Officer	Head of Quality and Educational Development
Department	Quality and Educational Development
Review date	May 2027
Last reviewed	New document
Policy/procedure/guidance superseded by this version	Replaces draft principles and guidance for the use of Generative Artificial Intelligence tools in learning, teaching and assessment.
Equality Impact Assessment (EIA)	27th November 2023
Accessibility Checked	27th November 2023