ARTIFICIAL INTELLIGENCE

A position statement on generative artificial intelligence in teaching, learning and assessment

The University is committed to taking a positive, educational approach to the potential use of generative artificial intelligence tools (such as OpenAI's ChatGPT, Perplexity, Google's Bard, generative artificial intelligence (AI) assisted search engines and evolving functionality in Microsoft applications) as part of the teaching, learning and assessment activities undertaken by students.

The University aims to support the use of such tools, where appropriate, to enhance the educational experience and employability of students while at the same time maintaining the high academic standards and integrity of our assessments and awards.

Generative artificial intelligence is here to stay, and so we must move with the times and ensure that our teaching and assessment methods, and support provided to students, reflect the modern world.

The University Board for Teaching, Learning and the Student Experience has therefore identified the following principles and ethos that will guide the approach to supporting the use of generative artificial intelligence tools and the development of institutional policy.

- Appropriate and positive use of generative artificial intelligence, along with an informed and critical stance regarding its role in society, will quickly become a key graduate attribute.

- An open and collaborative approach to embedding the use of generative artificial intelligence tools will be essential as the technology and its application in education evolves.

- Institutional guidance and policy on academic integrity and, in some cases, assessment design will need to adapt to ensure that our sector-recognised academic high standards are always maintained.

As such, it is recognised that:

- Students will need to be supported to develop critical artificial intelligence literacy alongside other foundational academic skills.

- Students will need to be supported to use generative artificial intelligence tools effectively and ethically in their learning experience and summative work.

- Staff will need support to adapt their teaching and assessment, where appropriate, to incorporate the inclusive and accessible use of generative artificial intelligence tools.

- The sector-recognised high academic standards of our awards and the academic integrity of our assessments must be maintained.

The position statement draws on recently published sector guidance (including from the QAA and Russell Group). It is recognised that this is a fast-moving area and agility in developing institutional policy and guidance will be essential. It is also recognised that Schools will need to consider the issue and plan in the context of their own disciplinary pedagogies and assessment practices.

An artificial intelligence working group has been established to oversee development of policy and resources to support the implementation and use of generative artificial intelligence. This group will work in tandem with the existing academic integrity working group.