**Generative AI Policy for Teaching and Learning**

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1. **Scope**
   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 reviewed annually by the University’s Learning and Teaching Committee. The use of Generative AI in the research work of postgraduate research programmes and research undertaken by undergraduate students is covered by the University Policy for the use of Generative AI in Research and Innovation.
   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.
   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 and guidance;

* [Generative AI Policy for Research and Innovation](https://assets.uea.ac.uk/f/185899/x/55580c39b1/uea-generative-ai-policy-for-research-and-innovation.pdf);
* [Plagiarism and Collusion Policy](https://www.uea.ac.uk/about/university-information/governance/policies-and-regulations/general-regulations/university-policy-on-plagiarism-and-collusion);
* [Inclusive Education Policy](https://www.uea.ac.uk/about/university-information/governance/policies-and-regulations/general-regulations/inclusive-education-policy);
* [Blended Learning Policy](https://www.uea.ac.uk/documents/37663/0/Blended+Learning+Policy+0723.pdf/2984d236-b318-597c-7f2b-16d2e5734b43?t=1689766440429); and
* [University Guidance on the use of Proofreaders](https://my.uea.ac.uk/documents/20142/490081/Proofreader+Guidance.pdf/8934fdf2-6c83-ff58-d8d3-e2e8fbdf0a22?t=1588551944773).

1.4 Staff should complete training in the following areas;

* Data protection; and
* [Copyright](https://uea-uk.libguides.com/copyright-for-staff).

1. **Introduction**
   1. **Generative Artificial Intelligence (AI)**: For our purposes this is defined as any type of artificial intelligence system that identifies patterns and structures in data / information / material and generates content, including: audio, code, images, text, simulations, and videos in response to instructions (‘prompts’) that resembles human-created content. Generative AI tools can be trained on large language models (LLMs). These models are the algorithmic basis for generative Al tools such as ChatGPT and Gemini.
   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 that are able to replicate natural language and generate content has had a disrupting effect in the education sector and the use of AI is becoming integrated into more commonly used software tools.

**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.

3.2 The UEA Generative AI working group will continue to meet and surface emerging technologies, opportunities and challenges at regular intervals.

**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. If desired Schools can develop their own discipline specific policy using the principles as set out in this policy.

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 Generative AI tools to give the impression that a student has learned more than they have is academic misconduct.

4.4 UEA does not currently have a centrally supported Generative AI tool that is officially recommended, supported, or for which training is provided. UEA staff and students are currently able to access a limited version of Microsoft Copilot included in the Edge browser through the UEA Microsoft Licence. Provided the staff member is logged into Edge using their UEA account, Copilot provides commercial data protection, ensuring chat prompts and responses are not saved and consequently are not used to train underlying AI models. A green shield is shown to indicate this; if that shield icon is not shown, you will need to sign in with your UEA account. The Copilot App available separately for download on other devices automatically links to the users’ Microsoft account; when logged in with a UEA account it provides the same functionality and protection. Staff members must abide by relevant University policies regarding information classification and data management to ensure privacy and confidentiality are maintained.

4.5 ITCS have outlined the steps that are necessary to obtain approval for the proposed use of a Generative AI tool by the Information Compliance Team (to ensure compliance with Data Protection legislation) and ITCS (to approve the security of the tool) in support of this Policy. ITCS issued notice of this approval process in their guide ‘[Harnessing the Power of Generative AI: A Guide for University Academic Staff](https://my.uea.ac.uk/news/article/harnessing-the-power-of-generative-ai-a-guide-for-university-academic-staff)’:

**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 and critically reflect on the outputs. These should also be considered skills they will need in the workplace and Schools should consider reflecting this in both course level and module level learning outcomes.

**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 any AI output against their own knowledge and understanding, and other sources, as content can be inaccurate, biased and misleading.
* **AI as proofreader-**proofreading is an important skill to develop. There are a number of tools which now offer users the capacity to change the wording and phrasing of written communication and that such tools are becoming increasingly common. If students use AI to help with proofreading it is important they recognise that changes should not be accepted wholesale, but instead they use the suggestions it makes to consider how they can improve their work using their own voice and authorial style
* **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.
* **Generative AI for content**-there maybe instances where Generative AI is being used to generate content, e.g. text or code as part of an assessment, the use will be detailed as part of the assessment brief. If human prompts are being used to generate images to illustrate other types of work, e.g. essays and presentations then the use of AI should be acknowledged and the prompts used documented.

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 unless instructed to do so as part of the assessment.
* 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 and that of other academic literature. 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 immediately ask a GenAI tool the exact question that they have been asked, they can however use other prompts to surface information.
* Students should not circumvent their learning, e.g. when asked to reflect on a task or output from a task.
* Students should not use content or ideas from Generative AI without appropriate citation.
* Students should not input confidential research data, both quantitative and qualitative or copyrighted data/text into an AI tool without approval.
* Students must abide by relevant University policies regarding information classification and data management to ensure privacy and confidentiality are maintained.

**5.1.3** Students on taught programmes will be conducting research, especially in their final year of study. Students should be referred to the University’s [Generative AI Policy for Research and Innovation](https://assets.uea.ac.uk/f/185899/x/55580c39b1/uea-generative-ai-policy-for-research-and-innovation.pdf).

* Students should not input research data into an AI tool unless it is an agreed part of the research project.
* Students must not input confidential research data, both quantitative and qualitative or copyrighted data or text into an AI tool without approval from the relevant S-REC. If a student is planning to input personal data into a generative AI tool this must be documented as part of the ethics application process and until the application is approved, no personal data can be inputted into the tool.
* All projects undertaken by UEA students that involve the use of generative AI tools or that are building / developing a generative AI tool must seek ethics approval before starting that research. The exception is when using a generative AI tool to undertake a literature review.
* Students will need instruction on the difference between feeding a transcript/observation notes/participant diary into e.g. NVivo and feeding it into an AI tool which could use it to generate further material.

**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 to enhance teaching materials**-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. Staff should acknowledge where generative AI has been used to supplement materials.
* **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 formal letters to students or other staff using personal data and information.
* The input of student work to generate personalised student feedback or a mark 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. UEA staff and students are currently able to access a limited version of Microsoft Copilot included in the Edge browser through the UEA Microsoft Licence. Provided the staff member is logged into Edge using their UEA account, Copilot provides commercial data protection, ensuring chat prompts and responses are not saved and consequently are not used to train underlying AI models. A green shield is shown to indicate this; if that shield icon is not shown, staff and students will need to sign in with your UEA account. The Copilot App available separately for download on other devices automatically links to the users’ Microsoft account; when logged in with a UEA account it provides the same functionality and protection.

6.2 When using any Generative AI tool for UEA use, staff and students should not input or ask for confidential, including personal and private information.

**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 through a community of practice. This training will be offered through CHERPPS and CTEL.

**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. Sustainability**

9.1 Staff and students should always consider the sustainability of their teaching and learning in line with the [UEA Environmental Sustainability Policy](https://www.uea.ac.uk/about/university-information/sustainability/resources-and-guidance). Globally there are both positive and negative impacts of AI on sustainability development goals.

**10.0 Supporting Resources**

[**UK Government White Paper**](https://www.gov.uk/government/publications/ai-regulation-a-pro-innovation-approach)

[**JISC-AI a Primer**](https://repository.jisc.ac.uk/9182/1/generative-ai-a-primer.pdf)

The Role of Artificial Intelligence in Achieving the Sustainable Development Goals.