



## USE OF GENERATIVE ARTIFICIAL INTELLIGENCE POLICY

### Introduction

This policy sets out the College's approach to the use of generative artificial intelligence ("AI", see definition below). The aim of this policy is to set guidelines that will enable staff and pupils to use generative AI to enhance pupils' education, while avoiding some of the potential issues that may arise as a result of the new technology. Given the rate at which developments are emerging in this field, staff and pupils should expect this policy (and any supplementary guidance) to be reviewed on a regular basis, at least annually.

For this policy:

- Generative AI includes standalone products, e.g. OpenAI's ChatGPT, and products integrated into productivity suites e.g. Microsoft Copilot.
- It relates to the use of generative AI in all data/content creation, including text, artwork, graphics, video and audio whether by staff or pupils.

As required, the College may implement measures to ensure the safe and appropriate use of AI technologies within its network. These measures may include monitoring AI activities, restricting access to certain AI systems, or providing guidelines and restrictions on the use of specific AI applications.

### Definitions

AI can be defined as *"the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings"*<sup>1</sup> and has been studied since the 1950s with countless applications embedded and widespread in society.

This policy concerns generative AI which refers to *"models that can generate high-quality text, images, and other content based on the data they were trained on."*<sup>2</sup>

An important type of generative AI is a large language model ("LLM") which *"uses deep learning techniques and massively large data sets to understand, summarize, generate and predict new content."*<sup>3</sup> In essence LLMs are trained on vast data sets to spot statistical patterns in the text it is trained on. Then, when users 'prompt' an LLM, it uses these statistical relationships to generate text output by calculating the most likely words that would follow the user's prompt. ChatGPT is a famous example of an LLM and there are many others.

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<sup>1</sup> [Britannica, Jan 7, 2024]

<sup>2</sup> [IBM research blog, Jan 7, 2024]

<sup>3</sup> [TechTarget, Jan 7, 2024]

## Overall Aims

The use of generative AI at the College presents numerous exciting possibilities, inter alia:

- There is significant scope for productivity improvements for both staff and pupils.
- By providing a sounding board for ideas, the technology can be used to help spark creativity (e.g. rapidly trialling and generating more ideas than would be feasible in the absence of a generative AI tool).
- There are various ways that the technology could be used to enhance educational outcomes (e.g. pupils could use an LLM to deepen their understanding of a topic by prompting it to provide counterarguments to a piece of written work).
- Appropriate usage of generative AI by pupils will help prepare them to understand the emerging ethical issues raised by the adoption and progression of the technology.

However, there are also a number of concerns that must be mitigated:

- Educational detriment: There are two key ways in which pupils' education could be harmed by inappropriate AI usage:
  - o Over-reliance on generative AI could lead to a lack of development of pupils' own skills and knowledge.
  - o The ease of access to generative AI risks more pupils falling into plagiarism and academic dishonesty.
- Data security and intellectual property protection:- Many AI tools learn from users' interactions with the tool and therefore:
  - o There are significant risks to sharing personal data with AI platforms such as ChatGPT, as this data could then be incorporated into future iterations of the AI model.
  - o On a similar note, all staff and pupils have a responsibility to protect the College's intellectual property by not e.g. uploading teaching resources into third party LLMs.
  - o Finally, the output of some generative AI models may infringe the copyright of other institutions or individuals (e.g. if the model was trained on copyrighted data) and as a College community it is considered an important value to be mindful of such third-party copyright, and so staff and pupils should avoid the use of output that violates such copyright.
- Practical and ethical issues with generative AI output: The current cutting edge generative AI models produce intelligent output through the combination of a) being trained on vast amounts of human

data; b) producing output with some small amount of randomness (which researchers have found helps to improve the quality of output produced). As a result:

- o Generative AI output is prone to replicating any biases present in the training data for the model e.g. if the training data contained racist or sexist speech, it may output similarly prejudiced text.
- o Generative AI output is prone to 'hallucinations' where output contains plausible but false information.

The remainder of this policy provides a code of conduct for the use of generative AI which aims to allow all members of the College community to benefit from as many of the opportunities listed above as possible, while simultaneously minimising the potential harms.

### **Universal Usage Guidelines**

All members of the College community must follow the guidelines below in their use of generative AI:

- Whenever an individual uses a generative AI tool, they should recognise that it may provide inaccurate or biased information. If they choose to use generative AI, they accept that they remain responsible for the quality and accuracy of any output generated. Therefore, individuals should always verify the accuracy of any information produced.
- In a College context, all members of the community should credit generative AI when it is used. This includes staff, who will role model the behaviour expected from pupils, and pupils, whose reporting will ensure minimisation of plagiarism and enable staff to ensure that learning is not diminished by overuse of AI.
- All members of the community commit not to submit or otherwise publicise College materials using AI tools. These include teaching and assessment resources (including internal examination papers) and any intellectual property or commercial information.
- All members commit never to use AI tools for unethical behaviour, to impersonate any other individuals or entity, or to generate harmful content.

The policy concludes with specific pupil and staff guidelines – some of which build on these universal guidelines and others which add to them.

### **Pupil Use of AI**

In addition to following the universal guidelines given above, pupils must also ensure that they adhere to the following guidelines in their use of AI:

- AI tools used in academic work must not be used for cheating, plagiarism, or any other unethical behaviour.
- Aside from internal schoolwork and assessments, non-attribution of AI help/content in any work submitted that may count towards an external qualification (e.g. coursework) is malpractice and may have to be reported to the relevant exam board(s), leading potentially to disqualification from that unit, that qualification or all qualifications with that exam board (see Appendix 1 for more information regarding JCQ regulations).
- AI-generated content should not be considered a substitute for pupil effort or original work.
- AI tools must not be used to impersonate individuals or organisations, in a misleading or malicious manner, or to generate content that is unlawful, harmful, or offensive.
- It is the responsibility of pupils to verify the accuracy of information received from any AI sources (including search engines) used.
- Pupils must always clearly credit/acknowledge the use of known AI technology in their work when they have actively engaged with it, the use of the particular AI model, as well as the prompts used.
- Pupils must also be mindful of the rights of any third parties and avoid infringing those rights, for example by using trademarks or other content. It is also preferable that pupils trace the sources that the AI tool itself used to generate the response where possible (and pupils should be encouraged to do so accordingly).
- Pupils must maintain confidentiality in their interactions with AI tools and must not disclose any confidential or personal information about themselves or any other people to the AI model since then the information may be in the public domain and accessible to others. Additionally, pupils should not use AI tools for advice on emotionally/socially complex problems or other sensitive issues (for example, medical diagnoses or wellbeing concerns).
- Pupils should not use AI where the terms and conditions of a given provider prohibit them from doing so (e.g. where the pupil is younger than the minimum age specified).
- Pupils are reminded that use of AI tools and data/content created using such tools must always adhere to other policies including: Code of Conduct and Acceptable Use of ICT Policy (Pupils).
- Pupils who breach this policy or otherwise misuse AI technologies may face disciplinary action.

### **Staff Use of AI**

In addition to following the universal guidelines given above, staff must also ensure that they adhere the following guidelines in their use of AI:

- All use of AI by staff must be transparent and honest; staff must not pass off AI-generated work as their own but acknowledge to colleagues and pupils alike the extent of AI assistance, and where possible give the sources that the AI model used.
- Experimental use of AI for the purposes of, e.g., CAPCOM working groups and other professional or College-wide development must be discussed and agreed with a member of CLT.
- Where appropriate and within the constraints necessary to mitigate the potential harms of generative AI usage, teachers should commit to encouraging pupils to use generative AI effectively and safely such that they can learn about the technology and prepare for the society of the (near) future. When in doubt, teachers should consult with their Head of Department or a member of the academic team.
- AI tools must not be used to impersonate individuals or organisations, in a misleading or malicious manner, or to generate content that is unlawful, harmful, or offensive.
- Staff must use appropriate discretion and due diligence to assess whether information obtained from generative AI tools infringes upon any third-party rights (for example, branding, logos or third-party academic output) and refrain from using such material.
- Staff must not give an AI model any personal or professional information about themselves, the College, other staff members or pupils or their families. Additionally, staff must not use generative AI tools to attempt to resolve emotionally/socially complex problems or other sensitive issues (for example, medical diagnoses or wellbeing concerns) in a College context.
- No information about College events or trips using specific locations, or information that makes the College or any individual identifiable, for example to help write risk assessments, may be put into a search engine or AI tool.
- Staff must not input any proprietary and/or confidential information belonging to the College, other members of staff, or pupils on AI tools. Aside from personal information (which is discussed above), such information includes (but is not limited to): financial materials, images of the College/College materials, academic materials, other intellectual property, or commercial information.
- Staff must not use AI tools as the sole criterion for making pupil or other workplace-related decisions that could have significant educational, legal, social or other similar effects (for example, disciplinary, or employment-related decisions).
- Staff must be aware of the potential biases and inaccuracies of generative AI tools and, where relevant, inform pupils about these risks.
- Staff should familiarise themselves with the guidelines about AI use and the potential of AI tools, since even if an individual does not use it, it is acknowledged that pupils will be.

- Relevant staff have a responsibility to ensure they have read the JCQ guidelines in full (as summarised in Appendix 1 below). The JCQ awarding organisations are continuing to monitor developments in this area and will update this guidance when appropriate; the Examinations Officer will alert staff to any updated guidance as and when necessary and Heads of Subject should also stay alert to developments and issues which might arise.
- If in doubt about whether use of AI is advisable or allowable, a member of staff should consult their line manager who should discuss this with a member of CLT.
- Staff are reminded that use of AI tools and data/content created using such tools must always adhere to other College policies including: Code of Conduct, Staff Code of Conduct, and Acceptable Use of ICT Policy (Staff).
- Staff who breach this policy or otherwise misuse AI technologies will be dealt with under the College's Disciplinary Procedure.

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<b>Policy Owner:</b>	Deputy Master Academic
<b>Last Reviewed:</b>	June 2024
<b>Date of Next Review:</b>	Academic Year 2024-25

## APPENDIX 1

### JCQ (UK exam board) guidance on use of AI in assessments

These are extremely strict and teachers working in subjects with non-exam assessments (NEA) at any level should read the whole policy and familiarise themselves with the contents (as may be amended from time to time): [https://www.jcq.org.uk/wp-content/uploads/2024/02/AI-Use-in-Assessments\\_Feb24\\_v3.pdf](https://www.jcq.org.uk/wp-content/uploads/2024/02/AI-Use-in-Assessments_Feb24_v3.pdf)

The document's executive summary outlines the salient points which relevant staff must bear in mind: "*While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not; centres will already have established measures in place to ensure that students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice. This guidance reminds teachers and assessors of best practice in this area, applying it in the context of AI use*".

The guidance emphasises the following requirements:

- As has always been the case, and in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres (<https://www.jcq.org.uk/examsoffice/general-regulations>), all work submitted for qualification assessments must be the candidates' own;
- Candidates who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions;
- Candidates and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;
- Candidates must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the candidate, and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded (please see the Acknowledging AI Use section of the full policy);
- Teachers and assessors must only accept work for assessment which they consider to be the candidates' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres); and where teachers have doubts about the authenticity of candidates work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action. The JCQ awarding organisations' staff, examiners and moderators have established procedures for identifying, reporting and investigating pupil malpractice, including the misuse of AI.