

ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION POLICY

Definitions

Artificial Intelligence -	Large Language Models (LLM) such as GPT3 that have been trained with vast databases to write coherent text in a particular style according to the instructions given by the user. The LLMs can be accessed through tools such as ChatGPT. (QAA 2023)
Academic Integrity –	Academic integrity is a quality that demonstrates values such as honesty, trust, fairness, accountability, care and respect for others and their academic work.
Academic Misconduct –	Where a student attempts to gain an advantage over other students by using unfair and/or unacceptable methods. It can be in the form of a serious offence or where a student has engaged in a second incident of poor academic practice in an assessment.
Authentic –	Programmes and Modules provide learners with a learning experience which connects theory and practice with the use of real-world examples and settings, to understand their applicability and enable learner engagement.
Generative Artificial Intelligence –	Generative AI refers to technology that can be used to create new content based on large volumes of data that models have been trained on. This can include audio, code, images, text, simulations, and videos (DoE, 2023). Examples are: Generative AI tools such as ChatGPT, Google Bard, Microsoft Bing

The University of Law's Artificial Intelligence In Higher Education Policy has been informed by the Office for Students Sector-Recognized Standards and the General Ongoing Conditions of Registration and has regard to the UK Quality Code for Higher Education. These definitive reference points for all English higher education institutions set out how academic standards are established and maintained and how excellence in the quality of learning opportunities is assured.

This policy sits within The University of Law's Quality and Standards Code, which provides a suite of policies designed to safeguard the academic standards of The University of Law and to assure the quality of learning opportunities offered; this policy should therefore be read in conjunction with other relevant policies within the code.

Introduction

1. The phrase 'Artificial Intelligence (AI)' is used throughout this policy to highlight the overarching term where generative or other artificial intelligence systems may apply in higher education practices. The continuously evolving nature of AI has the potential to impact the student experience and student outcomes.

The University of Law wishes to provide clear guidance in this policy, considering any Professional, Statutory and Regulatory Bodies' (PSRB) position relating to how AI can benefit the profession, students and staff without compromising academic integrity.

Responsibility for this policy

2. The ultimate responsibility lies with the Academic Board for developing clear and effective processes and procedures associated with maintaining standards and quality assurance of academic provision and overseeing their application.

Principles of Artificial Intelligence Application

Our core principles are:

1. The University will enhance the digital capabilities of students and staff to enable their understanding of the advantages and disadvantages to using generative AI.
2. The University will guide students and staff on the acceptable and unacceptable use of AI within the student experience to ensure academic rigour and integrity is upheld.

3. The University will ensure AI is adopted ethically to enhance teaching and learning opportunities and assist in assessments.
4. The University will continue to survey the HE Landscape for AI best practices and share those across all programmes.

Principle 1: Enhancing the digital capabilities of students and staff to become AI-literate

3. The University will support students and staff in developing their digital capabilities, which include:
 - 3.1 the appropriate use of AI within the student experience.
 - 3.2 identification of where AI can support learning.
 - 3.3 appreciation of the ethical issues of AI use, including risks, biases, inaccuracies, and privacy concerns that arise from AI-generated information.
 - 3.4 The Academic Enhancement Sub-committee Learning and Teaching will develop the resources and training, through collaboration with the Director of Technology Enhanced Learning & Learning Analytics, Director of the Library Services, Director of Design & Assessment, and members of the Academic Enhancement Committee.

Principle 2: Guidance on acceptable and unacceptable use of AI

4. The University acknowledges the adoption of AI will likely differ across academic disciplines, and it will support students and staff in the acceptable and unacceptable use of AI through the provision of appropriate parameters to ensure awareness of safeguarding and data protection considerations:
 - 4.1 each programme will contain information on how generative AI is used with the learning, teaching and assessment experience.
 - 4.2 unacceptable use of AI includes gaining an unfair advantage over other students and the unacceptable use of AI to fabricate, falsify or lead to claiming ownership of AI-generated work for assessment. This aligns with [The University of Law's Student Discipline Regulations](#).
 - 4.3 acceptable use of AI includes assisting deeper and broader application of knowledge in any given subject, context or situation and using AI to gather information for data analysis which will be accurately referenced when authoring content for assessment or publication.

Principle 3: AI is adopted, where appropriate, and applicable, to enhance teaching, learning opportunities, and assist in authentic assessments in an Ethical manner.

5. The University will ensure AI is adopted appropriately to enhance the student experience and student outcomes, which include appropriate adoption of AI:

- 5.1 to assist teaching practices.
- 5.2 to support students in their learning.
- 5.3 to support students in development of non-AI generated evidence of learning.
- 5.4 to assess the learning outcomes through authentic assessments.
- 6. AI adoption at the University of Law shall be evidence led and collaboratively driven through pilots, projects and testbeds.

Principle 4: The University will continue to survey the HE Landscape for AI best practices and share those across all programmes.

- 7. The University will continuously survey the HE landscapes for best practices across the HE providers and disseminate internally to inform practice.
- 8. The Academic Enhancement Committee Learning and Teaching sub-committee will effectively monitor and evaluate the use of AI within Learning, Teaching and Assessment practices within The University of Law.
- 9. The University of Law will continue to consult and align this guidance with individual PSRBs' positions on how AI can benefit the profession.
- 10. The University of Law will continue to review and update this policy and related protocols in line with new AI developments.

Version history

Version	Amended by	Revision summary	Date
V1.0	Director of Academic Enhancement & Research		26/07/2023
V1.1	Director of Technology Enhanced Learning & Teaching and Learning Analytics		27/07/2023
V1.2	Director of Technology Enhanced Learning & Teaching and Learning Analytics	Incorporated comments from two Programme Directors	15/08/2023
V1.3, V.1.4, V1.5	Director of Technology Enhanced Learning & Teaching and Learning Analytics	Incorporated comments from two Programme Directors	12/09/2023 14/09/2023
V1.6	Director of Academic Enhancement & Research	Incorporated comments from 14 Sept 2023 meeting	14/09/2023
V1.7	Director of Academic Enhancement & Research	Includes colleagues' comments relating to Definitions, structure, and Principle 4.	25/09/2023

V1.8	Director of Academic Enhancement & Research	Includes colleagues' comments re PSRB	26/09/2023
V1.9	Director of Academic Enhancement & Research	Includes ASQC comments.	2/10/2023