

Artificial Intelligence at SBC

A framework for AI and learning

As technology continues to advance at an unprecedented pace, South Bank Colleges recognizes the growing significance of Artificial Intelligence (AI) in shaping the future of education. We are excited about the profound impact AI can have on teaching, learning, and administrative processes within our institution, whilst remaining aware of the potential misuse of AI and its negative effects. Embracing AI responsibly and safely is essential for maintaining ethical standards, fostering a conducive learning environment across the college group, and ensuring we are working in line with [JCQ Expectations](#)

Generative AI refers to artificial intelligence models or systems that can generate new content, including text, images, code, audio, and video, based on the patterns, styles, and information they have learned from their training data.

Statement of intent

SBC is committed to leveraging AI technologies ethically and responsibly to:

- Enhance the educational experience of our students
- Foster our students' critical thinking skills and digital literacy so that they can navigate the AI-driven world effectively and safely
- Support the professional development of student facing staff
- Provide a supportive framework for students and staff to explore the technology within.
- Potentially reduce the workload of staff

Expectations of teachers

- Teachers should be transparent about their use of AI, be aware of its inherent biases, and cite their use of it when creating materials for colleagues and students, modelling good practice (see appendices).
- Teachers should explain college AI policy to students, share the student guidance documents with them, and challenge students where necessary
- Teachers should take the opportunity to develop students' critical thinking skills and minimise the opportunities for students to misuse generative AI in their work
- Teachers should use students' formative work completed in class to learn how their students write and their level of understanding so that the use of AI can be more easily identified
- We advise uploading an early piece of student work, preferably completed in class, to Turn It In. This will support the use Authorship (a function provided by Turn It In) should there be challenges later down the line

Framework for acceptable use

For Teachers:

- Generative AI tools can be used to create lesson plans, schemes of work and learning activities using tools such as Chat GPT, Teachermatic, which the college subscribes to, and AI capability in Padlet and Kahoot. *Material generated will need to be sense-checked by teachers for both accuracy and bias and adapted to meet the needs of the specific curriculum we are delivering.*
- AI can be used to create assessments, quizzes, assessment rubric and student friendly assessment criteria.
- AI should **not** be used to assess student work (formative online quizzes are an exception to this) or create generic feedback to students. *Teachers need to know their students' work and provide individualised and meaningful feedback.*
- Student written work or data should **not** be uploaded to online sites or tools which use AI technology (except for Turn It In) for data protection reasons.

For Students:

- Generative AI can be used to request summaries and alternative explanations of key topics, historical events, theories (for example) to support studying
- Generative AI can be used to request suggestions for resources that can be used to find out more about a topic
- Generative AI can be used to ask for suggested approaches for how to go about a task (e.g. how to write an essay, a policy or a SWOT analysis)
- **Generative AI must not be used to create student essays, assignments or presentations or any assessed work. This would be a clear example of plagiarism and cheating**
- Students must cite any use of AI at the end of their work. An example of how this might be done can be found in Appendix 2.

Guidance for students

The student course handbook includes a section on AI, outlining in more detail what is acceptable and unacceptable use. In addition to this, three guides are available for staff to share with students during induction – a one-page guide (Entry and Level 1 students), a two-page guide (Level 2 students), and a more detailed guide for Level 3 and Level 4 students. The Digital RARPA course taken by LSBTC students also includes a unit on AI which includes guidance on acceptable and unacceptable use.

Managing cases of plagiarism using AI

Identifying, proving, challenging and resolving issues of plagiarism relating to the use of AI can be problematic for teachers and student-facing staff.

- The rules relating to AI plagiarism will be shared with students as above. It is important that teachers share the guidance with students during Induction

- How to avoid plagiarism, including through the use of AI, must be made clear to all students by teachers at the start of the course *and* when each assignment brief is handed out.
- The AI plug in for Turn It In can be used by teachers to identify plagiarism through the use of AI. In the future, this can also be used by students as a self-assessment tool prior to submitting assignments so that adjustments can be made where necessary before final submission (this feature is not yet available)
- Authorship, another feature of Turn it in, which can be used by the E-learning Coordinator, can be used to drill down further to identify how student work has been created where students challenge claims of plagiarism
- Where plagiarism, including through the use of AI, is identified or suspected, teachers will speak to students and offer them a choice:

1. To redraft their work and resubmit (once only)

or

2. To complete a recorded viva associated with the key assessment criteria for the assignment, where students answer questions about what they have written to demonstrate their understanding.

A script will be available for teachers should they wish to use it. Vivas may happen with the Curriculum Head or Director rather than the teacher, but clearly there needs to be a subject specialist present. This needs to be logged on Pro Monitor as a Cause for Concern and where easily resolved, no further action needs to be taken.

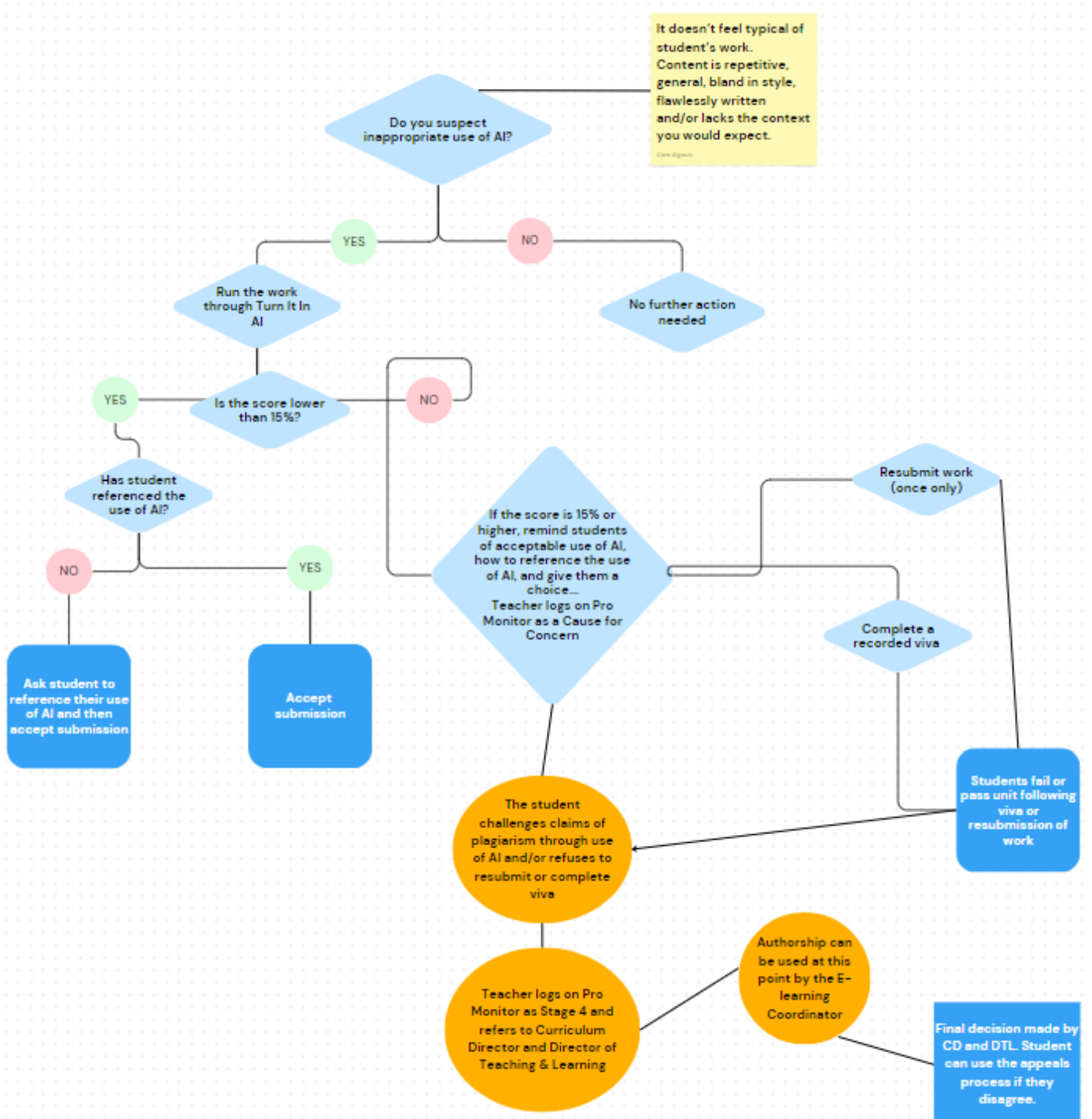
Where students refuse to redraft work and/or challenge the claims of plagiarism, this needs to be recorded as a Formal Stage 4 on Pro Monitor by the teacher and referred to the Curriculum Director and the Director of Teaching & Learning. The E-learning Coordinator can use Authorship at this stage to help further determine how the work has been created. At this point the work will either be accepted or not accepted, in which case it will be seen as non-submission of work. Students can use the appeals system if they wish to further challenge this decision.

This process can be seen as a flowchart in Appendix 1.

The college's Assessment Malpractice and Maladministration Policy also includes guidelines on plagiarism, including the use of AI.

Appendices

1. Flow chart of AI plagiarism process



2. Referencing the use of AI

A form of wording for how to cite the use of AI in assignment work can be seen below:

Acknowledgement:

I acknowledge the use of ChatGPT (<https://chat.openai.com/>) to plan my essay and generate some initial ideas which I used in background research and self-study in the drafting of this assignment.

Description of use of AI:

I used ChatGPT to create an essay structure which I then adapted in my assignment, choosing to focus on particular aspects of the subject. I then used one further ChatGPT prompt to generate ideas around those subjects.

Reference:

OpenAI, ChatGPT, 15Feb 2023, <https://chat.openai.com/APA>

Example of prompts used (put the prompts you used here)