Leeds Beckett University Principles for the use of Generative AI

Leeds Beckett University acknowledges that generative AI (Artificial Intelligence) presents opportunities to enrich learning and foster a more inclusive learning environment. We also acknowledge that generative AI presents challenges for scholarship. Chatbots utilising generative artificial intelligence (AI), such as ChatGPT, Bard, MidJourney, Writesonic, Gamma, Grammarly and Microsoft Copilot, can serve as beneficial tools for students when used appropriately. This applies also to generative AI tools for visual based subjects including RunwayML, DeepArt, DALL-E (from OpenAI), Adobe Sensei, GANPaint Studio, Artbreeder, Google's DeepDream, Pix2Pix, Neural Style Transfer and Brushstroke by Code Organa.

This guide is designed to help you with the responsible, lawful, and ethical use of these tools throughout your academic studies.

Key principles:

Please note that these principles apply to all undergraduate and taught postgraduate students. Separate guidance is available for postgraduate research students.

Our aim is to be a globally leading university, recognised for the outstanding quality and accessibility of our education and enabling diverse communities to achieve excellent outcomes and thriving careers. We believe that the responsible and ethical use of generative AI can help us all achieve that aim.

1. Our focus is on enabling the effective and ethical use of generative AI, and to this end we will support you to develop your understanding of generative AI and how it relates to learning and assessment.

2. We will help you to understand how to use relevant prompts with generative AI Large Language Models, and how to critically review the outcomes to ensure accuracy and relevance – see the resources section below.

3. We will show you how to reference (see the resources section below) any use of generative AI in your assessments, because deploying generative AI without proper acknowledgement constitutes Unfair Practice and will result in your work being penalised under Section 10: [Academic Integrity of LBU's Academic Regulations](#).

4. To avoid any such penalties, we will ask you to make a statement explaining your use of generative AI and acknowledging how it was used.*

5. To make sure that nobody gains an unfair advantage from generative AI, we have also introduced the Turnitin AI detection tool in the Academic Year 2023/24 so that any unacknowledged use of this learning resource can be detected.

6. We will also consider a review of our grading criteria to ensure that assessment of your application of knowledge, logical reasoning and accurate referencing adequately

reflects the widespread availability of generative AI tools and their use to enhance your academic learning.

* This is currently being piloted and will be implemented across the University from the 2024/25 academic year.

How can LBU students use generative AI in their studies?

We recognise that the availability of generative AI tools is part of the learning landscape, and that these resources can bring many benefits to your development of skills and academic learning. These tools are also being widely used in the workplace, and the development of your ability to deploy them in an ethical and responsible manner will be seen as an advantage by potential employers. Here are some of the ways to make the most of your access to generative AI:
- Generate initial ideas and get feedback on your own ideas. Be aware that phrases and concepts produced by certain generative AI tools may incorporate ideas from other human authors without proper referencing, potentially constituting plagiarism.
- Conduct preliminary research on a subject and explore additional educational materials (such as courses, videos, and websites) before delving into more extensive research using academic sources.
- Obtain different interpretations and translations of text to aid in comprehending a concept.
- Receive advice on enhancing your writing abilities, covering areas like grammar and structure (e.g., "Provide feedback on how I can improve the writing style in the following paragraph").
- Seek guidance for identifying the cause of errors in your work (e.g., errors based on context and language rules).
- If generative AI tools are utilised in your work, it's important to acknowledge, explain, and provide references for their use.

Above all, remember that generative AI uses complex language models to create potent tools that can enrich your learning experience, but it remains your duty to employ them ethically and responsibly. It is crucial to adhere to our university's regulations and avoid compromising the progress of your studies. In this way, you will develop a use of generative AI that benefits your studies now and also prepares you for work or further study after you complete your course.

Please beware:

- **Plagiarism –** Where AI generated content is directly copied into your assessments, ensure that related citations are used. Any paraphrases or summaries created by AI need to be treated as direct quotations (with secondary referencing) in your work.
- **Data privacy** - Do not enter sensitive, personal, or protected information into AI tools, **and remember that this includes** e.g., assignments, exams, seminars and lecture slides, which are the Intellectual Property of the University or others for copyright breach).

- **Accuracy of Output -** Avoid presuming that AI tools always offer accurate information. Even if the output seems credible and accurate in composition, AI tools should not be depended upon for factual precision. It remains your responsibility to critically assess the output and cross-check the information with reputable sources.
- **Critical Thinking:** Avoid depending on generative AI tools for critical thinking and remember these tools are not search engines. These tools are trained on content, primarily sourced from the internet (mostly in English, from Western sources and with gender and race imbalances derived from their originating cultures) and can perpetuate biases and stereotypes. Always refer to trustworthy sources and engage in discussions with both your peers and academics.

References:

- Russell Group Principles on the use of Generative AI Tools in Education, July 2023
- National Academic Integrity Network, Generative Artificial Intelligence, Guidance for Educators, September 2023
- LSBU, 'a draft policy on the use of generative AI in our assessments', October 2023
- The Quality Assurance Agency for Higher Education – 'Reconsidering assessment for the ChatGPT era: QAA advice on developing sustainable assessment strategies', July 2023

Resources:

- **LBU Academic Integrity Tutorial:** This is available on MyBeckett at:
  Academic Integrity Tutorial for 2023/24

- **Skills for Learning academic resources:** These are available at:
  https://libguides.leedsbeckett.ac.uk/skills-for-learning/

- **"Quote, Unquote" Guide to Harvard Referencing**: This is available on the Library website at:
  https://libguides.leedsbeckett.ac.uk/subject_support/harvard_referencing/quote_unquote_online

- **FAQs:** These are available on the Skills for Learning webpage:
  https://libanswers.leedsbeckett.ac.uk/skills-for-learning