

Staff guidance on use of Generative Artificial Intelligence (GenAI) in Learning and Teaching AY24-25

Important: This guide should be read in conjunction with the [HW General principles on use of technology and artificial intelligence](#).

There are many different artificial intelligence (AI) technologies which can support learning and many ways in which these can be used. This guide focuses on the use of Generative AI (GenAI) to support learning and teaching.

If you seek to use other AI technologies, you are encouraged to discuss this with your DLT and request support from IS and LTA prior to doing so¹.

1. Key information for Course and Programme Teams

1. As stated in the [HW general principles on the use of technology](#) “Courses and programmes within HW may make use of Generative AI where it is appropriate to support the learning outcomes, however there is no requirement for a course or programme to utilise Generative AI.”
2. If you decide to use GenAI or any other AI technology within your course (e.g. to support student learning, as a permitted technology to support assessment) then you must make clear to students what is permitted and how they reference such use (guidance on how to do this is provided later in this guide).
3. If you choose not to permit use of GenAI or other AI technology within your course (beyond the spelling and grammar checking capabilities built into existing technologies e.g. MS Office) then you should make this clear to students.
4. Microsoft Co-pilot is GenAI technology available to all staff and students through HW Office365, staff also have access to Adobe Firefly for image creation further information can be found at the IS Training Hub.

¹ UG and PG programmes on artificial intelligence, data science and computer science do not need to seek such support or approval.

2. Personal use of Generative AI by staff

Staff are permitted to use Generative AI to assist in their own learning and teaching provided that the final output is reviewed for quality assurance by the staff member and that such use is in keeping with all other HW policies and responsibilities e.g. privacy, data protection and equalities policies. For example, they may use it to:

- Generate or enhance learning and teaching resources, materials, course structures, and activities.
- Generate or enhance writing e.g. emails, reports.
- Help understand new or complex concepts.
- Summarise documents, provided that the submission of the document to GenAI technology is not a breach of copyright (e.g. submission of a journal article which is covered by copyright is not permitted).
- Provide language support e.g. spelling, grammar, writing skills; particularly where the support is for a language that is not their first language.
- Act as a personal assistant.
- Create content as the basis of an assessment to be used or reviewed by students.
- Create assessment questions and answers provided that these are reviewed and verified by the staff member prior to use.

Staff **must not** use Generative AI to:

- Make any decision about students e.g. application decisions, marking / grading of submissions, progression or award decisions, or academic conduct decisions.
- Generate feedback on student work and share that feedback with students without review of the feedback by the staff member.
- Detect use of GenAI by students. This includes submitting assessment questions to GenAI to then compare the output with student answers. (See [HW statement on detection tools](#)).

Important Do not submit any student data or work, personal or commercially sensitive information to GenAI technologies.

3. Use of Generative AI by students on your course

Below are key actions you need to take when using GenAI to support teaching and learning.

Assessments

- For each assessment select **the statement(s)** from Appendix 1 which describes the type of GenAI use that is permitted in relation to that assessment.
- Include the relevant statement in the Course Handbook, guidance / instructions for that assessment and on the Canvas course site so it is clear to students whether use of Generative AI is permitted on your course.
- If the use of Generative AI is permitted, make clear how to reference such use. (See example in Appendix 2.)

Use of GenAI in learning activities or taught sessions

- Where you ask students to use GenAI as part of the course, give clear instructions about what you want students to do, why and how this relates to the learning outcomes of the course. For example, you might ask students to use GenAI to create a research plan, but then they conduct the research themselves; or you might ask students to use GenAI to create a case study or some code which they then critique.
- Give clear instructions and / or support on how to use the GenAI technology. Refer students to the IS Hub via the student portal or IS Self Service Portal [<https://hwu.unidesk.ac.uk/tas/public/ssp/>] if help is required.

Note: Staff cannot require students to sign-up or do anything else which requires them to share personal data with a Generative AI technology. Any sharing of personal data would require a data protection impact assessment to ensure students' rights and data are protected. At the time of writing, Microsoft Co-pilot is the only GenAI technology available to all courses.

- Refer to the [HW general principles on the use of technology](#) to inform any decision on use of GenAI.
- If in doubt, consult the LTA/IS via the [Global Digital Pedagogies Hub](#).

4. Referencing use of Generative AI

Different referencing styles take different approaches to how Generative AI should be referenced. Ensure that students are aware of the referencing style used on your course and signpost them to the appropriate AI section of the reference style guide.

You can find guidance and examples of how to reference AI in many standard referencing styles via [Cite Them Right Online](#). If you cannot find guidance there consult your Subject Librarian in the HW Library.

5. Supporting students to engage with GenAI

If you choose to permit students to use GenAI on your course, you are encouraged to discuss this with them and to provide support on how GenAI can be used within your discipline.

Key points for conversation with students on GenAI:

- How GenAI might and / or is being used within your discipline.
- The skills that are needed to make effective use of GenAI within your discipline (as students, staff, and practitioners).
- Applying critical thinking to the choice of GenAI technology and to any outputs created.
- Awareness of any issues relating to GenAI outputs e.g. lack of accuracy, plausible hallucinations, bias, environmental impacts.

You may also wish to discuss how to create effective prompts in relation to your specific discipline.

6. How to use GenAI as a teaching technology in your course

The questions below will help you to think through how to use GenAI to support learning and teaching.

Choosing the most appropriate technology

- How does the use of GenAI support students to achieve the learning outcomes e.g:
 - using GenAI helps develop or practice skills needed for the course
 - using GenAI helps develop or apply knowledge from the course
- Do your students have the digital capabilities to use GenAI and the critical digital literacy skills to interpret any output. Do you need to teach these skills before they can use the technology?
- What output do you require? Select the technology that best fits the purpose and the output required e.g. use an image creator to create images, a text creator for text, a chatbot for conversational interface.

Supporting students to engage with the technology

- Does the student need to interact with GenAI directly or is it sufficient that they interact with the outputs?
 - **Interaction with GenAI outputs:** If students only need to interact with the output you can engage with GenAI on their behalf e.g. you use GenAI to generate a case study or examples which students analyse or critique, or in a taught class students suggest prompts which you enter into the GenAI technology and then discuss the results.
 - **Direct interaction with GenAI:** If there is a valid reason for students to engage directly with GenAI, think about how they access it. You cannot require that a student interacts with GenAI technology that requires them to provide personal data, or which might compromise their personal security. Contact IS via [IS Self Service Portal](#) for support if you need students to be able to access GenAI in this way. IS may be able to provide access which does not require students to disclose personal data.
- How do your students safely engage with GenAI? This might include using the incognito mode available in some AI technologies, using incognito browsers, or using data which does not identify them (e.g. fictitious personas).
- How students will identify and reference their use of GenAI. This is particularly important to ensure that they do not later unwittingly plagiarise by using content generated by AI.

Contextualising use within your discipline

- Think about how students might be asked to use GenAI within your discipline and focus on supporting students to develop the knowledge and skills needed for that. i.e. are you helping students to develop skills they will need in employment within the discipline.

Resources

- [Global Digital Pedagogies Hub – AI guidance and resources for staff](#)
- [IS Training hub](#)
- [Student Skills Hub – AI guidance for students](#)
- [HW Academic Integrity hub](#)
- [HW Student Academic Conduct policy](#)

Any queries on use of AI in learning and teaching should be directed to [IS Self Service Portal](#) for technical assistance or LTAcademy@hw.ac.uk for teaching support.

Appendix 1: Permitted uses of GenAI in Assessment on Courses/Programmes²

In this table ‘you’ refers to students not staff.

This framework should be used by Course Teams to identify what use of GenAI is permitted in relation to each assessment on their course / programme.

For each assessment select the statement(s) which applies to each assessment.

Id	Statement title	Description	Referencing
NGAI	No GenAI	You are not permitted to use GenAI at any point during this assessment, except for using spelling I grammar checking built-into the technology used to create the assessment. This includes any preparation for the assessment. You must undertake the assessment based solely on your knowledge and skills.	NA as no GenAI use permitted.
1	GenAI language support	Where English is not your first language you may use GenAI to translate the assessment instructions or other relevant content. You may not use GenAI to translate your assessment answers, you must write them in English as HW requires all work to be completed in English and to be your own work. No GenAI generated content is permitted in your assessment submission.	You should ensure that any use of GenAI to support your assessment planning is identified in your notes to ensure that you do not unintentionally use it in the assessment.
2	GenAI-assisted idea generation	You may use GenAI to assist you to develop ideas, structures (e.g. headings, bullet points, outline plans), identify potential research themes or journal articles in your preparation of your assessment, but no GenAI	You should ensure that any use of GenAI to support your assessment planning is identified in your notes, so you do not unintentionally use it in the assessment.

² Appendix 1 builds upon [Perkins, M., Furze, L., Roe, J. and McVaugh, J. \(2023\) Navigating the generative AI era: Introducing the AI Assessment Scale for ethical genAI assessment.](#)

		generated content is permitted in your assessment submission.	
3	GenAI-assisted presentation	You may use GenAI to assist you to create images, diagrams, or other media to include in your assessment submission.	<p>You must clearly identify all AI-generated content and reference it correctly in the referencing style used on your course.</p> <p>You must provide an appendix with the prompts you used to generate the content.</p>
4	GenAI-assisted editing and proofreading	<p>You may use GenAI to edit your work e.g. enhancing spelling, grammar, tone, clarity, image / video / audio editing.</p> <p>You are not permitted to use GenAI to generate new content.</p>	You must provide a copy of your original work prior to GenAI editing as an appendix.
5	GenAI reviewer	<p>You may use GenAI to act as a reviewer to give academic feedback on draft assessment submissions e.g. identifying areas for improvement.</p> <p>You are not permitted to use GenAI to generate new content.</p>	You must provide a copy of your original work prior to GenAI reviewing as an appendix.
6	GenAI task completion, human evaluation	You may use GenAI to complete specified tasks you then evaluate this output yourself with no GenAI assistance to provide the assessment submission. (Examples of tasks which could be undertaken include creating case studies, computer code, images, sounds. This list is non-exhaustive).	You must clearly reference any AI-generated parts of the assessment submission in the referencing style used on your course.
7	GenAI co-pilot	You may use GenAI to assist you in any aspect of the assessment to co-create the assessment submission.	You must clearly reference any AI-generated parts of the assessment submission in the referencing style used on your course.

If how you want to use genAI is not listed in the table above, please seek advice from LTA/IS.

Appendix 2 Example statements for inclusion in course handbooks and Canvas

Statement on use of GenAI on Course J01AI

On this course you may use GenAI in assessments as follows:

- **Assessment 1:** Framework statement 2: GenAI-assisted idea generation
 - You may use GenAI to assist you to develop ideas, structures (e.g. headings, bullet points, outline plans), identify potential research themes or journal articles in your preparation of your assessment, but no GenAI generated content is permitted in your assessment submission.
 - You should ensure that any use of GenAI to support your assessment planning is identified in your notes, so you do not unintentionally use it in the assessment.
- **AND** Framework statement 5: GenAI reviewer
 - You may use GenAI to act as a reviewer to give academic feedback on draft assessment submissions e.g. identifying areas for improvement. You are not permitted to use GenAI to generate new content.
 - You must provide a copy of your original work prior to GenAI reviewing as an appendix.
- **Assessment 2:** Framework statement 3: GenAI-assisted presentation
 - You may use GenAI to assist you to create images, diagrams, or other media to include in your assessment submission.
 - You must clearly identify all AI-generated content and reference it correctly in the referencing style used on your course.
 - You must provide an appendix with the prompts you used to generate the content.
- **Assessment 3:** Framework statement 0: No GenAI
 - You are not permitted to use GenAI at any point on this assessment except for using any spelling or grammar checking that is built-into the technology used to create the assessment. This includes any preparation for the assessment. You must undertake the assessment based solely on your knowledge and skills.

AI technologies provided by Heriot-Watt which can be used are Microsoft copilot. Support for how to use these technologies is available on the IS hub / Skills Hub or through the [IS Self Service Portal](#).

When referencing GenAI, you should ensure that you follow the referencing system on this course which is APA style. Guidance on referencing is available from [Cite Them Right Online](#).