

Position Statement

<u>UAL's Position Statement on Al</u> states that 'we will encourage Al literacy in staff and students' and 'embrace AI through a Curious, Critical, and Compassionate lens'.

Staff

can use Generative AI in teaching based on the UAL AI Position statement (for more detail, go to UAL's Position Statement on AI and AI and Teaching).

cannot

- use Al-detection software (for more detail, go to Al and Teaching)
- use Generative AI to mark including grading and giving feedback to student work (for more detail, go to Al and Teaching and Al and Assessment).

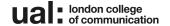
should

- create a clear expectation of AI in advance of students commencing assessed work
- incorporate discussion about the UAL's Al guidance in their course
- promote academic integrity, ethical use and keep data protection issues in mind
- offer resources and training (for more detail, go to Al and Teaching).

Sources

The information summarised here was taken from the following sources:

- UAL AI Hub, which includes -
 - **UAL's Position Statement on Al**
 - Student guide to generative Al
 - Al and Teaching
 - Al and Assessment
 - Staff Guide to the Use of Machine Translation Tools
 - Student Guide to the Use of Machine Translation Tools
- Academic misconduct





Position Statement

<u>UAL's Position Statement on Al</u> states that 'we will encourage Al literacy in staff and students' and 'embrace Al through a Curious, Critical, and Compassionate lens'.

Students

can

- use Generative AI in the developmental process of their work (for more detail, go to AI and Assessment)
- use Machine Translation tools to support their learning when it is effective and appropriate (for more detail, go to <u>Staff Guide to the Use of Machine Translation Tools</u> and <u>Student Guide to the</u> Use of Machine Translation Tools).

cannot use AI to generate their work unaltered and then submit this for assessment as if it was their own work (for more detail, go to <u>Student guide to generative AI</u>).

should

- consider how using generative AI will impact their learning and whether it will cause them to bypass skills they should be developing
- think about the learning outcomes on their unit and talk to their tutor before using generative Al
 in their assessment
- keep track of how they use generative AI in their work and reference this clearly
- be aware of whether their use of AI tools may constitute academic misconduct via plagiarism (for more detail, go to <u>Student guide to generative AI</u> and <u>Academic misconduct</u>).

Sources

The information summarised here was taken from the following **sources**:

- <u>UAL AI Hub</u>, which includes
 - UAL's Position Statement on Al
 - Student guide to generative Al
 - Al and Teaching
 - Al and Assessment
 - Staff Guide to the Use of Machine Translation Tools
 - Student Guide to the Use of Machine Translation Tools
- Academic misconduct

