EMBRACE AI

DN Colleges Group Generative Artificial Intelligence Principles

DN COLLEGES GROUP

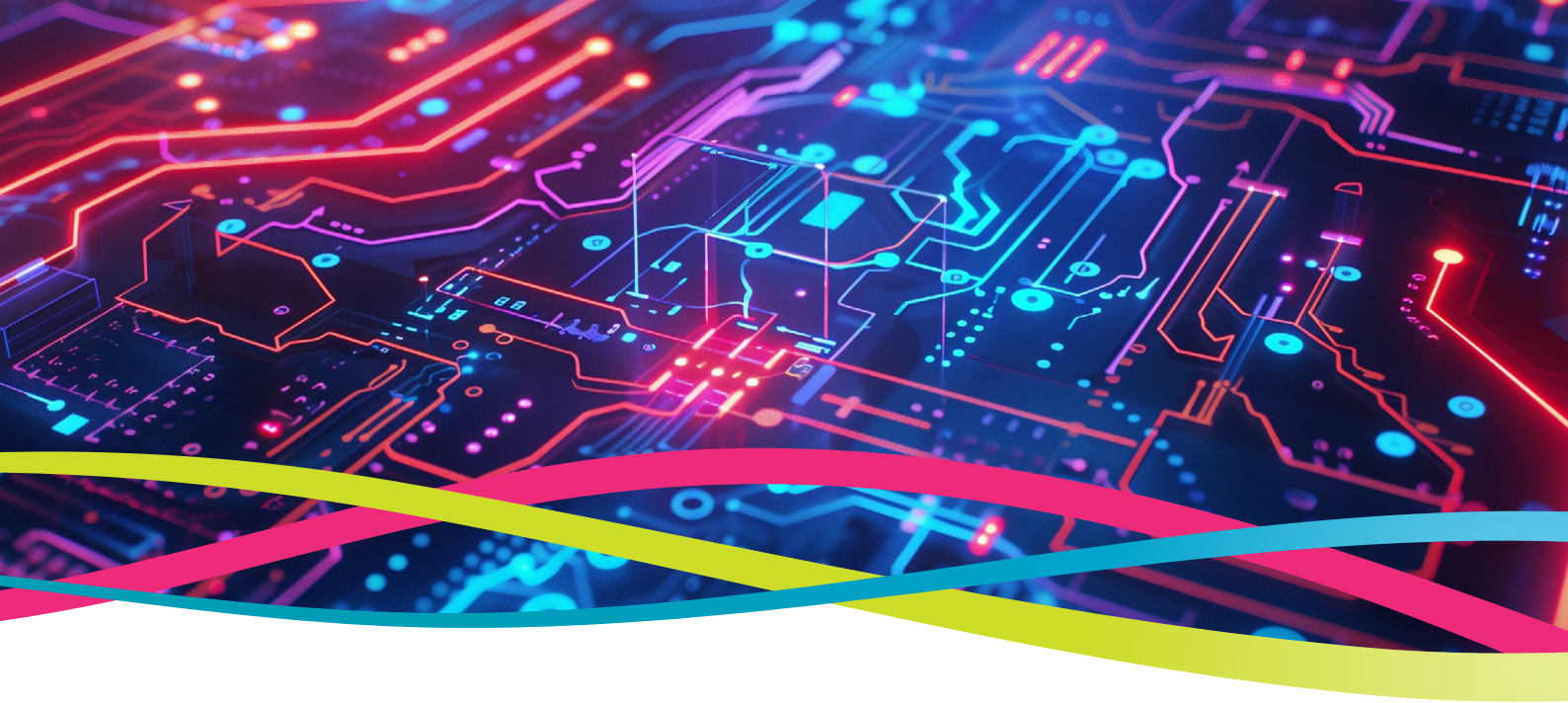
Doncaster College

UNIVERSITY CAMPUS DONCASTER

North Lindsey College

ucnl University Campus North Lincolnshire

Humber Energy Skills Training Academy



Purpose

The DN Colleges Group EMBRACE AI principles serve as a framework for using generative Artificial Intelligence (AI).

The principles highlight our dedication to delivering innovative and effective educational experiences alongside workplace enhancements for students and staff in the ever-evolving digital environment. The focus will be on ethical, responsible, and transparent use that mitigates the threat to integrity of assessments and qualifications.

Acknowledgements

The guidance follows the principles created by JISC in partnership with the Association of Colleges (AoC) Technology Reference Group and Russell Group AI Principles. The UK government has set out five principles for the responsible adoption of AI in its white paper 'A Pro-Innovation Approach to AI Regulation'. Whilst this paper is still under consultation, our principles align with this and the broader discussions about responsible use of AI.

EMBRACE AI

Ethical: We will place safe, ethical and responsible use of AI at the forefront of considerations.

Mastery: We will support staff and students to develop the skills they need to make appropriate use of AI tools in their studies and thrive in an AI enabled workplace and wider world.

Benefit: We will ensure staff have the skills to maximise the value of AI, to help reduce workload and support effective teaching and learning.

Resource: We will aim to ensure students and staff have access to AI tools and resources that they need.

Academic Integrity: We will ensure academic integrity is maintained, whilst allowing students to develop the skills they need.

Collaborate: We will work collaboratively and share best practice.

Expand: We will seek to expand our capabilities and knowledge in AI integration and usage.

The EMBRACE AI Framework

1. **Ethical** — We will place safe, ethical and responsible use of AI at the forefront of considerations.

   1.1 Safety, security and robustness
   We will place the safety of students and staff at the forefront of the use of AI. This includes ensuring all systems are fully evaluated before being used, and that they are appropriate for staff and students including ensuring that we consider the age group of the students, including and obtaining informed parental consent when needed.

   Staff and students will understand how AI will be used, and they will be supported to make informed decisions about their own use of generative AI, including considerations about how their data might be used for model training, and how any personal data might be used.

   Will also consider intellectual property rights, including staff and students work, which, following DfE Guidelines, should not be used to train generative AI models, without appropriate informed consent or exemption to copyright.

   1.2 Transparency and explainability
   We will be transparent about our use of AI, and provide information on how, when, and for which purposes an AI system is being used. As well as aligning with the principles here, this also reflects the wishes and concerns of students expressed in the JISC report on student perceptions of generative AI.

   We will be open and transparent, ensuring the students understand when AI is used to create learning resources, support learning delivery or within the assessment and monitoring process. Students will also be informed how their personal data is being processed using AI tools.

   Explainability in this context refers to explaining how the AI system makes its decisions. We will ensure that all AI systems deployed have some explanation of how they work and are obtained, for example, as part of the procurement process.

   1.3 Fairness
   We will ensure AI systems used will ensure fairness for all, including considering issues around bias, data protection and privacy and accessibility. This will be built into the procurement and selection process of AI tools used within DN Colleges Group, ensuring no learning or work practices are disadvantaged using inappropriate or ineffective AI tools.

   1.4 Accountability and governance
   AI systems used at DN Colleges Group will be reviewed at Techboard with a clear line of accountability for their use. As AI systems performance may change over time, for example when the underlying AI models change or encounter new types of data, extra measures need to be put in place to periodically review the performance of any AI system, and this will be built into any AI project.

1.5 Contestability
AI systems in colleges are likely to be increasingly used in a way that directly impacts on outcomes for students. This includes, for example, if used to assist in marking, exam proctoring, or the use of AI detection in assessment processes. We will ensure students and staff have clear guidance on how to contest the output of any AI system if they feel they have been unfairly disadvantaged.

2. **Mastery** — We will support staff and students to develop the skills they need to make appropriate use of AI tools in their work and studies and thrive in an AI enabled workplace and wider world.

2.1 AI skills and literacy
AI is evolving at a rapid pace, and therefore, while teaching students to use the AI tools of today is valuable, this needs to be supplemented to include a broader AI literacy, to enable staff and students to critically evaluate tools of the future. Advice from the department for education supported by guidance from UNESCO, provides an understanding of the limitations, reliability, and potential bias of generative AI, the impact of technology, including disruptive and enabling technologies and creating and using digital content safely and responsibly.

2.2 AI Workplace literacy
Whilst many AI skills in use in education translate directly to the workplace, a broader understanding of where AI fits into the workplace will also be needed, for example the understanding of data privacy and cyber security issues.

We will work with employers, and initiatives such as the Innovate UK Bridge AI skills guidance, and other key stakeholders to ensure their students are acquiring the AI skills needed.

2.3 AI Citizens and the wider world
As well as preparing our students for studies and work, we will help them become AI Citizens equipped to navigate the use of AI in their everyday lives. AI is becoming embedded into the services we all use daily, and is impacting on broader societal issues, such as our democratic processes, climate and environment, and the way we consume and share information. We will ensure staff and students have the critical AI skills to navigate this world safely and confidently.

2.4 Assessment for an AI enabled world
Authentic and relevant assessment, both formative and summative need to be aligned to this aim. We will alongside awarding bodies to move towards a consistent approach for the use of AI in assessments, with the aim of making assessments authentic and relevant to an AI enhanced workplace and society, for all students.

3. **Benefit** — We will ensure staff have the skills to maximise the value of AI, to help reduce workload and support effective teaching and learning.

3.1 Saving time
Initial pilots and reports, including by Jisc and Department for Education, are showing that the promise of this technology in helping staff save time is being born out in practice. DN Colleges Group is dedicated to investing in AI and the transformative capabilities it has. AI opens exciting possibilities for restructuring workloads and fostering improved well-being within a college setting.

Alongside making tasks quicker, activities that were challenging before because of time constraints become possible. Examples include improved differentiation for students, using AI to create resources in multiple ways and using AI to create formative assessment resources and materials.

We aim to ensure this benefit is felt by all staff, by providing access to the AI tools they need, and the training they need to take advantage of them which will improve their wellbeing reducing the administrative burden, allowing them to dedicate more time to meaningful and impactful aspects of their role. It is important to note that AI is not a replacement for human expertise and connection, but rather a tool that can be used to support staff in their work. Staff and AI should work together to ensure that the benefits of AI are maximised while maintaining the human touch that is essential to the College environment.

3.2 New learning and teaching opportunities
We are already seeing examples of how AI can present new learning and teaching opportunities. Many of these are gathered in the Department for Education's Generative AI in education Call for Evidence: summary of responses, and include, for example, providing guidance on coding, helping students optimise designs in engineering subjects, creating interactive simulations in sciences, and creating interactive conversations in language learning, ideas generation for English, and step by step explanations in maths.

DN Colleges Group is committed to enhancing work, pedagogical methods, and the personalisation of learning using AI. AI has the potential to revolutionise education by providing personalised learning, exciting new ways of learning, and real-time assessments. It can help staff and students by reducing workload, contextualising learning, and revolutionising assessments. Used correctly AI can enhance learning, innovation, expression, critical thinking, and problem-solving skills.

DN Colleges Group will offer professional development programs to guide teachers how to integrate AI into their pedagogical practice and support students on relevant AI practices. To ensure AI success and effective continuous professional development we will continue to promote a collaborative culture among staff by encouraging the sharing of best practices. There will be evaluation and feedback mechanisms designed to assess the impact of AI integration and potential improvements will be implemented based on data collected.

4. **Resource** — We will aim to ensure students and staff have access to AI tools and resources that they need.

4.1 Equality of access to AI tools
AI tools have the potential to improve equality, for example by providing proof reading and feedback expertise to all, and by enabling students to obtain resources in a format and time that supports them. However, this will only be possible if access is available to all. Whilst there is a perception that generative AI is free to access, those that have the means to pay often have access to a much wider range of tools and will be at a significant advantage. Similarly, we will work to ensure access isn't restricted for students with learning difficulties and/or disabilities. As colleges, we will work to level this playing field as much as possible.

4.2 Equality access to data and devices
Of course, there are some more foundational issues that limit access to AI, including data and devices. We acknowledge this, and again will work towards levelling access as much as possible.

Where business systems exist that feature AI capabilities, we will ensure that our processes and policies are updated and reflected to give full transparency around use cases, supervision, and management. We will also consider where AI capabilities are not aligned to DNCG principles, and in such cases, we will consciously decide to disable such functionality.

5. **Academic Integrity** — We will ensure academic integrity is maintained, whilst allowing students to develop the skills they need.

5.1 A College wide approach
Aligning with advice from Department for Education, we will work with awarding organisations to continue to take reasonable steps where applicable to prevent malpractice involving the use of generative AI. A mixed approach for this is needed, with clear guidance, well designed assessment and appropriate use of AI detection tools being core, working with partners such as awarding bodies.

5.2 Assessment Redesign
Assessments may need to be redesigned, particularly written assignments, to mitigate the risk to validity and ensure assessment is rigorous. This may involve adapting and redesigning assessment methods to be contextual and multimodal while triangulating their results. Assessments should be authentic, reflecting the new post-AI real-world scenarios that students will now encounter, promoting the application of knowledge and skills.

5.3 Clear guidance to students
We will provide clear guidance to students on appropriate use of AI in their assignments. This includes general principles and guidance, along with more specific guidance at assessment level. Our existing culture of openness will allow students to discuss and ask questions on the use of generative AI with staff without prejudice.

5.3 Appropriate use of technology such as AI detection
Whilst AI detection tools may have a part to play in maintaining academic integrity, they are by no means a full solution. As co-creation of content becomes the norm, and authentic assessment incorporate AI aligns to this, any use of AI detection and what is being detected needs clear guidelines. There is a risk AI detection can unfairly discriminate and can compound existing bias; therefore, users of AI detection need a clear understanding that such systems cannot conclusively prove text was written by AI, generate false positives, and are easy to defeat. Where they are used, staff will be given training and guidance to help understand these limitations.

6. **Collaborate** — Colleges will work collaboratively and share best practice.

6.1 Call for collaboration
We support the Russell Group's call for collaboration between universities, students, schools, FE colleges, employers, sector and professional bodies.

6.2 Stronger together
The size and speed of change means we will be stronger if we work together. Best practice is still emerging, and we will work together to share what works, and what doesn't. This includes contributing to events, to Jisc's library of good practices, and looking outside the college sector, to learn from and share ideas with businesses, universities and schools.

7. **Expand** — We will seek expand our capabilities and knowledge in AI integration and usage.

7.1 Continuous Learning and Development
We will commit to ongoing learning and development for our staff and students to keep pace with the rapidly evolving field of AI. This includes providing regular training sessions, workshops, and access to up-to-date resources and research on AI advancements.

7.2 Research and Innovation
We will encourage and support research initiatives that explore new ways to integrate AI into educational practices to drive innovation and stay at the forefront of AI technology.

7.3 Infrastructure and Resources
We will invest in the necessary infrastructure and resources to support the effective integration of AI. This includes upgrading our technological infrastructure, ensuring access to advanced AI tools, and providing the technical support needed for successful implementation.

7.4 Pilot Programs and Case Studies
We will implement pilot programs to test new AI applications in educational settings. By documenting and analysing these case studies, we can learn from our experiences, refine our strategies, and scale successful initiatives across the institution.

Appendix

SCRIBE
SCRIBE is a framework designed for effectively structuring prompts when interacting with AI. Each letter in the acronym represents a key element of constructing a prompt within AI. The framework ensures a simple and clear approach to prompt creation, allowing staff to create accurate and tailored responses from AI.

S - Setting: Establish a specific context to guide AI responses. For example, if you want the AI to simulate a conversation between a student and a teacher, include that setting.

C - Character: Assign a character or role in the prompt. Specify traits, motivations, or any other relevant information to shape the character.

R - Requirements: Clearly outline your expectations. Specify the format, level of detail, amount of information, and the desired response style. This helps AI to understand the criteria for a successful output.

I - Iterate: Keep asking AI. Iterate on your prompts until you get the desired output. Clearly express the expectation for refinement or further development in subsequent interactions.

B - Brief: Maintain conciseness in your prompts. Avoid unnecessary complexity to facilitate better AI comprehension and efficient responses.

E – Examples: End the prompt with examples. This illustrates and clarifies your expectations of AI effectively.