

APPROPRIATE USE OF AI BY STUDENTS

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The Guildhouse School Guidance on Appropriate Use of Generative AI by Students for Education Purposes

Purpose

The purpose of this paper is to provide guidance for students on appropriate and inappropriate use of artificial intelligence (AI) during their studies, in the context of the school's existing policies and procedures.

Principles

The Guildhouse School will support and adopt where appropriate the use of generative AI tools in education. These guidelines are:

- The school will support students and staff to become AI-literate.
- Staff should be equipped to support students to use generative AI tools effectively and appropriately in their learning experience.
- The school will adapt teaching and assessment to incorporate the ethical use of generative AI and support equal access.
- The school will ensure academic rigour and integrity is upheld.
- The school will work collaboratively across CGS to share best practice as the technology and its application in education evolves.

To contextualise these to our specific teaching and learning environment, we have also approved following principles:

- Inappropriate use of AI is a breach of student rules for use of IT.
- Appropriate use of AI is likely to be contextual to programmes of study and specific modules.
- AI detection tools are unreliable and unlikely to be effective.
- AI is a sectoral / societal opportunity and challenge, with best practice emerging over time.

This policy aims to provide guidance on what, in general, will be seen as appropriate and inappropriate use of AI by students – both in terms of general learning, and in terms of assessment. This is a non-exhaustive guide, rather than a stipulation, to help support students and staff navigate the effective and appropriate use of AI.

AI in Teaching & Learning

Generative AI has transformative potential in Education. Students and staff are therefore encouraged to experiment with, and learn from, the use of these tools to support active and collaborative learning. Students may wish to use AI for formative purposes, to enhance

their understanding in conjunction with traditional learning practices. In general terms, it is legitimate for students to use AI in ways that are akin to existing support already provided by the school and use of existing tools such as web-based search engines, etc. Examples of appropriate and inappropriate student use are provided below in Table 1:

Example	Appropriate Use	Inappropriate Use
Lessons	Using AI as a formative tool to augment and develop understanding from lessons.	Relying solely on AI for information. This is because AI may provide inaccurate and out of date information.
Written work	Generating ideas, such as a list of topics. Providing feedback on written work. Experimenting with different tones of voice. Providing examples of how to structure a piece of written work e.g. report.	Submitting AI generated content as own work. Trusting AI-generated lists of publications and other sources. Often these may be inaccurate or simply not exist. AI may provide useful pointers but should be used in conjunction with established literature search tools.
Problem-based learning	Providing technical assistance, such as instructions on how to use Excel, PowerPoint, etc. Providing feedback on whether all aspects of data interpretation were explored.	Accepting AI generated answers without verification. Copy and pasting AI questions and answers.
Quizzes and Exams	Generating practice questions for self-assessment.	Using AI to generate answers for submission.
Support classes / Tutorials	Creating scenarios to help students contextualise or augment their understanding.	Copying answers instead of students attempting problems themselves. AI replacing student active participation in discussions.

	Gaining insight into topics by using AI as a critical friend.	
Practical/Lab work	Assisting in troubleshooting. Understanding protocols and experimental design.	Using AI to answer questions without understanding or reflecting.
Planning and Self-directed study	Using AI to assist in project planning and timings. Using an AI tool to restructure or change the format of existing learning resources to aid personal study. This can be beneficial for accessibility reasons and to suit personal preferences.	Relying uncritically on AI to structure planning. Using a generative AI tool to restructure or change the format of existing learning resources and sharing them with others. without permission from the creator or originator.

Table 1: Summary of Appropriate and Inappropriate Use of AI for Students

AI in Assessment

It is not appropriate for students to submit work which passes knowledge, argument, or content of another as their own. This is detailed in our **Academic Honesty Policy** and **Teaching, Learning, Assessment and Reporting Policy** as well as relevant publications on use of AI in education. Beyond this, the following guidance applies for students:

Appropriate	Inappropriate
Using AI as a resource, such as a search engine, to explore a topic or question.	Trusting AI to provide factual content. Always cross-check with other search tools to establish validity. Including AI generated content without appropriate acknowledgement and contextualisation.
Using AI as a critical friend to discuss ideas.	Not acknowledging the use of AI as a co-creator/collaborator.
Using AI to augment knowledge and information from lessons.	Using AI as the main source of information.

Data Protection

Students must comply with data protection legislation when using generative AI tools. The school provides information on its **Student Privacy Notice - CATS Global Schools**, including specific guidance on data protection and processing personal data. Students should not, for example, upload intellectual property to be used to train generative AI tools without appropriate consent from the creator or exemption to copyright. It is important that students are aware that when subscribing to use generative AI tools, it will be necessary to provide personal data for account registration purposes and for more general use of the technology. Prior to sharing personal data, it is recommended that all students review the privacy notices and policies provided by generative AI tool providers to understand how personal data may be used and protected when shared with the provider.



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