

Staff guidance on the use of Generative AI

Version: 1.2

Introduction

The University of the Highlands and Islands (UHI) is committed to embracing new technologies that can enhance the quality of education and the overall student experience. Generative Artificial Intelligence (GAI) has the potential to significantly enhance and potentially revolutionise the way in which we learn, teach, conduct research, and carry out professional duties. The use of GAI within these contexts must be governed by considerations for ethics and privacy. GAI is subject to bias and discrimination, and there are serious concerns about the potential for unauthorised access to sensitive data. As such, it is essential that use of GAI is implemented in a responsible and ethical manner, guided by the principles of transparency, accountability, sustainability, and privacy.

The guidance that follows is provided for Learning and teaching staff, learning and teaching support staff and researchers (LTR staff) across UHI to support the effective use of GAI for activities associated with teaching and research, in ways that support and enhance practice while also meeting the key considerations outlined above. Note: the policy and guidance do not cover use of GAI by professional services staff. The current position is that professional services staff may not use generative AI for work purposes. A separate policy will cover use by professional services staff.

This guidance is to be read in conjunction with/or after reading [UHI's Generative Artificial Intelligence \(GAI\) policy](#) and [UHI Principles on the use of Generative AI tools](#).

This guidance will continue to be updated as UHI's position on the use of GAI matures and extends into other areas beyond teaching and research, for example, to support other work-related tasks. The guidance covers the following:

- University approved Generative AI (GAI) tools;
- LTR staff use of GAI with students; and
- LTR staff use of Generative AI (including advantages, disadvantages, and appropriate use).

University approved Generative AI (GAI) tools

UHI has approved an initial suite of GAI tools for staff and student use and confirmed their compliance with the University's (and wider) data privacy, storage, and security requirements. The list will be expanded over time to encompass and respond to new developments. Only [UHI approved GAI tools](#) (staff access)/[UHI approved GAI tools for students](#) (student access) may be used, as specified in the documents.

LTR staff use of GAI with students

[UHI's Generative Artificial Intelligence \(GAI\) policy](#) allows and guides LTR staff to choose if and how they want students to use GAI for study, course work and assessment. Only [UHI approved GAI tools](#) (staff access) may be used, check the "Student use" column and note the minimum age requirements. **Note** all but one of the approved tools has a minimum age requirement of 18. Students must be provided with all the information listed in the "Must be given to students" columns. This information is in the [UHI approved GAI tools for students](#) document.

Should staff decide how students may use GAI for study purposes and for submitted work. The policy informs students how they must reference the material.

As required for all assessments, the appropriate coversheet containing the GAI statement must be used:

1. [Assessment coversheet SQA](#).
2. [Assessment cover sheet undergraduate](#).
3. [Assessment cover sheet postgraduate](#).

The SQA coversheet will be updated to comply with SQA guidance when it is published. At the time of issuing this version of the staff guidance, the SQA position is a developing one. Another coversheet for other awarding bodies is in development and will be added above and on the [Assessment site](#) (staff access).

The undergraduate and postgraduate coversheets have the following three options, one of which (together with the other mandatory items including the plagiarism statement) must be included in the relevant coversheet:

1. **The use of generative AI (GAI) is prohibited:** Submission of information and material produced by Generative Artificial Intelligence (GAI) platforms, such as ChatGPT, is considered academic misconduct as this is not the student's own original work.
2. **The use of generative AI (GAI) is permitted to assist students:** Submission of information and material produced by generative AI (GAI) platforms such as Chat GPT is permitted as specified in the assessment instructions but must be correctly acknowledged, cited, and referenced as specified in UHI's Generative AI policy.
3. **The use of generative AI is a specific requirement for the work:** Submission of information and material produced by generative AI platforms as specified in the assessment instructions is a requirement for the work but must be correctly acknowledged, cited, and referenced as specified in UHI's Generative AI policy.

Please ensure you always use the current version of the relevant coversheet. The ones accessed through the links above are always the current version and display the version date.

Note: GAI sites often have minimum age restrictions, all but one of UHI’s approved GAI tools have a minimum age restriction of 18. You may only use [UHI approved GAI tools](#) (staff access) for teaching and assessment if all your students have met the age specified by the GAI tool. Students may only use [UHI approved GAI tools for students](#) if they have met the age specified by the GAI tool. UHI is currently putting a technological solution in place to ensure that students can only access age-appropriate GAI sites. UHI is also investigating how parental/legal guardian consent can be obtained for tools requiring this for users who are 13 – 18 years old. This guidance will be updated once the solutions are in place.

If you are allowing students to use GAI, please refer them to [UHI’s Generative Artificial Intelligence \(GAI\) policy](#), the [Student guidance on the use of Generative AI](#) and [UHI approved GAI tools for students](#) at induction, in unit, module and programme related information, (including programme handbooks) as appropriate, and (where appropriate) the VLE (Virtual Learning Environment). Note: [UHI's approved GAI tools for students](#), lists the conditions for use of approved GAI tools, one of which is teaching and/or research staff must give consent for such use and specify how the tools may be used.

If students are in employment, please remind them that they may not use anything (text, image, code etc) related to their place of employment or owned by their employer as a GAI prompt, unless they have the written consent of their employer.

LTR staff use of generative AI (GAI)

GAI tools or chatbots may only be used by researchers, learning and teaching staff and learning and teaching support staff (LTR staff).

Please consult and adhere to [UHI’s Generative Artificial Intelligence \(GAI\) policy](#) before using any GAI tool.

If you wish to use a GAI tool that has not been approved ([UHI’s approved GAI tools](#)), please complete the **UHI new and existing software review (for L&T and Professional Services)** form in the Software section of the [UniDesk Self Service Portal](#). If the tool(s) you are seeking to use are approved, they will then be added to [UHI’s approved GAI tools](#) list and will be endorsed for the use of staff across the university.

The policy lists items that may not be included as GAI prompts or partial prompts, one of these is UHI and UHI Partnership learning and teaching records. These are anything you have created to deliver core business functions and activities.

GAI may not be used for other “professional service records”, e.g., learning and teaching administrative records, exam board, academic monitoring, learning support or student service records etc. If you have any queries, please contact [Records Management](#) for confirmation that your proposed use is appropriate. Appendix 1 lists examples of learning and teaching records that may not be input into GAI. If you have any questions, please contact [Records Management](#) for confirmation that your proposed use is appropriate.

GAI may not be used for the purposes of:

- Making, informing, or influencing decisions about any person;
- Creating or analysing data for the purposes of making, informing, or influencing decisions about any person; or
- Evaluating any real or presumed aspects relating to any person. Making predictions, or creating profiles, regarding any persons' personal aspect including, but not limited to: performance, economic situation, health, personal preferences, interests, reliability, behaviour, location or movements.

Please join the [\(Viva\) AI discussion group](#). This group is open to all staff who are interested in generative AI – share what you are doing, ask for help and meet others. Select Join on the bottom left of the banner to join the community.

Advantages and disadvantages

There are several points you should consider before making use of any GAI tools in teaching, research, or related activities:

- Always read the terms and conditions and privacy policy. As you use these tools, they are often collecting your data. If you click a check box such as “I agree” to use the site, you have given them legal permission to do a variety of things. Exactly what they do is specified in the terms and conditions and the privacy policy. There are ways of stopping sites from collecting your data, visit UHI's [External web site disclaimer](#) to learn how to do this.
- Do not put your own original work into GAI sites – you may be giving the rights to your work away to the owner of the GAI tool, and your work in 'as is' or largely comparable form will also become available to other users of the tool in question.
- In the above context, think judiciously about the key difference between work that is 'GAI assisted' in planning and production (but which remains your own work) and work that is wholly or majorly 'GAI produced' (for which ownership lies with the tool). Consult the further detailed points under 'Appropriate use of AI for staff'.
- Do not use or adapt for use any GAI generated information or material without checking providence or evidence of existing ownership first, as it may be giving you copyrighted or licensed material which you can't use without knowing who holds the rights and without knowing if you are permitted to use it under the terms of the copyright or license.
- Although GAI appears to be able to answer your questions, GAI tools cannot think or properly rationalise. GAI tools do not know what they are writing, and instead are just predicting which word should follow its last word. GAI is also known to hallucinate, e.g. it makes up references and data, is known to be biased against and towards certain groups and communities. It can also be inaccurate in producing visual material, including depictions of real-world objects. Use it with caution.

- Consider the environmental impact. GAI tools use high amounts of energy and water. For some GAI tools, it takes the same amount of electricity to create one image as it does to charge a mobile phone. Plan your use of GAI in advance if you can, to make focused use of GAI for specific tasks.

Please note: there are many fake GAI sites designed to capture your information, passwords, and put malware on your device. Never use your UHI password to register for any external service other than those already approved. If using your own device, to protect your device from malware, viruses etc., you must ensure it meets UHI's minimum specifications: [Information for Students - Buying your own device](#). Operating systems must be supported by the manufacturer and receiving operating system updates and security updates. Your anti-virus software must be up to date, UHI's [Top security tips](#) has more information and shows you how to spot phony websites.

Open Educational Resources (OER)

Prior to considering using Generative AI to assist in producing resources for learning and teaching, you should be aware of and seek to find existing, openly licensed and free-to-use Open Educational Resources (OER) that are available in your subject area.

There is a wealth of readily available OER in the vast majority of disciplines and subject areas, coming in the form of open textbooks, whole modules and units, text-based course content, visual and interactive media, and multiple-choice questions and tests. OER are made available under Creative Commons licenses that allow you to use those resources either 'as is' or in adapted from, providing the original source is acknowledged and that the same classification of Creative Commons license is applied to any adaptations of the OER that you create for your own use. The use of OER is encouraged as part of the university's '[Framework for the development of open educational practices](#)' and the Learning and Teaching Academy [provide access to a small number of OER collections](#) to provide a sense of what kind of OER is available in the sector. There are a multitude of OER collections online, and it is highly unlikely that colleagues with teaching and learning responsibilities will not be able to source existing OER that are relevant and free to use in their own teaching.

For colleagues who are engaged in research or teaching research methods and approaches, there are also openly licensed data sets that are freely available to access, download and analyse. See for example the '[Find open data](#)' resource and the '[Open data resources](#)' directory of the UK Data Service.

Appropriate use of AI for LTR staff

As alluded to further above, LTR staff should be aware that any content that they curate, create or produce using generative AI will potentially make that same content (in 'as is' or further amended form) available to other users of GAI. This requires careful consideration of the appropriate point at which the refinement of content to create a specific resource is to be taken forward without any further use of GAI.

With this in mind, there are a range of ways in which GAI can be used for teaching and research related activities. This includes:

1. Generating and curating content on topics, as a starting point for developing course materials for students that staff can further refine for subsequent presentation. This should be subject to first reviewing the accuracy and completeness of any AI generated content, including appropriateness to the level of study for which the material is being produced.
2. Supporting the development of reading lists for students or for staff research. The starting point for generating reading lists should always be UHI's Library search, as that will give you direct access to books and journals, and relevant databases. GAI can then be used to conduct supplementary curation and summary of readings against specific requirements (such as: subject matter; currency or range of publication dates; types of publication such as journal papers, books, policy; grey literature etc), and this may lead to identifying further free to use resources available beyond the university. When generating reading lists for students in particular, you must check the relevance of the material generated. For example, Microsoft Copilot (Bing Chat Enterprise) is trained on current material from various sources, such as web pages, news articles, books, and academic papers. Bing Chat Enterprise cannot guarantee the accuracy or completeness of the provided information, as it may change over time or be subject to different interpretations. Therefore, in using GAI tools for the purpose outlined above you must always verify the information with other reliable sources and use your own judgment and critical thinking skills.
3. Producing initial designs for learning and teaching activities, assignments, lesson plans, and the structure and sequencing of units and modules that can then be further refined for implementation. Review and further refinement of GAI generated content and designs should ensure relevance to level of study, assessment regulations and semester timings and structures of the University.
4. Generating (for review and further refinement) the content of multiple-choice quizzes that can be embedded within UHI's VLE or other core technology unit and module spaces.
5. Generating and curating academic and research literature pertaining to an area of investigation staff are seeking to research either individually or collaboratively, to provide an overview of the current state of a field or topic that can guide further research.
6. Conducting an initial thematic analysis or meta-analysis of the qualitative and quantitative data within selected journal papers or from journal papers related to a particular topic or field of investigation. It should be noted however that the emphasis here would be on initial analysis, and that staff undertaking formal research for subsequent publication would be expected to employ the specific methods of conducting thematic or meta-analysis of previously published research that are recognised as valid and reliable in their field.
7. To generate initial structures, or draft content for, research plans, proposals, protocols, and funding bids, prior to further detailed refinement that is not undertaken using GAI (including to meet the specified formats, pro-forma, and

requirements of funding calls). Staff should be aware that using GAI to generate the substantive detailed content of research plans, proposals and protocols may result in that content being presented to other users of GAI.

The suggested uses and contextual guidance offered above are illustrative only, and by no means extensive. Familiarising yourself with the nature and functionalities of the UHI approved GAI tools will lead you to identifying many other potential uses.

Prepared by

Andy Brown, Head of Corporate Systems Compliance
Keith Smyth, Dean of Learning and Teaching
John Smith, Head of Integrated Technologies and Resources

Consultation and review

Generative AI Short Life Working Group

Christopher Acornley, Lecturer, UHI Perth
Andy Blackall, Digital Learning Resource Developer, UHI
Andy Brown, Head of Corporate Systems Compliance, UHI
Malcolm Clark, Deputy Head of Curriculum, UHI Moray
Scott Connor, Technology Enhanced Learning Manager, UHI
Heckie Cormack, Course Leader, UHI North, West and Hebrides
Heather Fotheringham, Head of Academic Standards and Enhancement, UHI
David Gourley, Head of Learning, Teaching and Enhancement, UHI Perth
Russell Hunter, Lecturer, UHI Perth
Vik Kelly-Teare, Associate Dean, UHI
Craig Lowther, Curriculum Leader, UHI Inverness
Fiona McConnell, Digital Skills Training Officer, UHI Inverness
Michael Rayner, Dean of Research, UHI
Gary Souter, Vice President, Education, Your Students Association
John Smith, Head of Integrated Technologies, UHI
Michele Smith, Lecturer, UHI Moray
Keith Smyth, Dean of Learning and Teaching
Sam Tweedlie, Lecturer, UHI Argyll

Consultation

Philippa Currie, University Archivist and Records Manager, UHI
John Maher, Director of IT and Digital Infrastructure (ITDI), UHI
James Nock, Data Protection Officer
Roger Sendall, Director of Corporate Governance, UHI

Note: this document will be subject to amendment based on University policy and international regulation.

Version history

Table 1: version history

Version	Date	Authors	Description
1.0	06/03/2024	Andy Brown, John Smith, Keith Smyth	Based on “Instructions for staff on the use of AI”, 2023, by Andy Brown, John Smith, and Keith Smyth.
1.1	12/04/2024	Keith Smyth, Andy Brown	Updated advice on searching for CC material and minor edits.
1.2	22/04/2024	Andy Brown	Updated information on UHI approved GAI tools for staff and students and minimum age requirements.

Appendix 1: UHI and UHI Partnership Learning and Teaching Records

Introduction

GAI tools or chatbots may only be used by researchers, learning and teaching staff and learning and teaching support staff (LTR staff).

GAI may not be used for other “professional service records”, e.g., learning and teaching administrative records, exam board, academic monitoring, learning support or student service records etc. If you have any queries, please contact [Records Management](#) for confirmation that your proposed use is appropriate.

Note: the following categories in the “record for learning and teaching” **must not be included** in GAI prompts or sites.

Teaching quality and standards management

- Records of the conduct and results of formal internal and external reviews and audits of teaching quality, and responses to the results, except for any documentation that is already in the public domain.
- Documentation relating to guidance to support teaching quality actions, e.g., assessment support packs, SQA/HN queries, other awarding bodies.

Taught curriculum and programme approval and review

- Records of developing the taught curriculum.
- Records of routine, ad-hoc and self-evaluation documentation on the taught curriculum from staff, students, external examiners and others, for example, module, programme/course, subject network, service reports, subject review.
- Records of the conduct and results of formal reviews of the taught curriculum, and the responses to the results, for example, Formal independent taught programme reviews.
- External verification reports (e.g., SQA and other awarding bodies) ELIR, QAA, Education Scotland.
- Records of obtaining approval for taught curriculum. Includes approval of programme teaching teams for academic programmes.
- Records of obtaining approval and/accreditation for taught programmes from professional, statutory, or other accreditation bodies.

Taught programme delivery

- Teaching and learning materials.

- Records of planning and conduct of teaching and learning events
Timetables.
- Recordings of taught sessions.

Taught course assessment FE and HE

- Records of developing taught course assessments and final versions of taught course assessments.
- Navigator report for SQA FE courses.
- Module coursework specifications.
- Module examination scripts.
- Recordings of assessments.

Student work

- Coursework with cover and return sheets includes:
 - Online surveys completed by students, recordings of assessments.
 - Nursing Practice Assessment Document (scanned and uploaded/downloaded from PAD/EPAD annually and uploaded into UHI's VLE).
- Taught programme dissertations/research projects (levels 9,10, 11).
- Student portfolios.
- Work based learning.

Taught student academic monitoring support (tutorial and PAT support)

- Records of feedback on academic progress, and general academic guidance and support, given to individual taught students – HE/FE.