

TRINITY LABAN

AI Policy (Student Facing)

AI Technology and Trinity Laban

As an innovative future-facing institution, Trinity Laban is eager to adopt new learning technologies that will enhance your studies. Today, Artificial Intelligence (AI) tools like ChatGPT along with many other similar tools are proving to be transformative and disruptive. It is becoming clear that powerful AI tools will be a part of your professional life, and rather than prohibiting their use, Trinity Laban seeks to assist you in using them in an effective, transparent, and ethical manner. This guide outlines the institution's policy regarding the use of artificial intelligence during your studies along with helpful guidance.

1.1 Impact on Learning

- Trinity Laban recognises the appeal of AI technology, which, when used appropriately can support students' learning and development. However, it is also possible for it to hinder deep and meaningful learning by offering shortcuts that reduce the need for critical engagement. As a student, it's important to distinguish between appropriate use of such tools and instances in which their use could give you an unfair advantage and negatively impact your learning. The guidance below will assist you in making this distinction.

1.2 The Limitations of AI

- It may contain factual errors.
- Frequently, references are fictitious or incorrect.
- It can perpetuate prejudices and particular perspectives.
- When conducting research on specialised topics, the results can be especially unreliable.
- Some of the information it generates is out of date.

How to use AI in an effective, transparent and ethical way

It is essential to be transparent and truthful about how and when you've used AI in your assessments. By articulating precisely how AI has helped or changed your work, you can show how your own learning has been enhanced while avoiding academic misconduct. You may have used AI tools to help you prepare for an assessment in a number of ways, such as to create a basic structure for your writing or to come up with ideas about a topic. Even if you didn't directly use the material as a source in a quote or citation, using AI in these ways shows that you used it as a tool for your assessment. You must acknowledge this contribution.

2.1 Acknowledge how AI helped you with your work in the following ways

Name the AI technologies used and summarise how you have used them:

For example:

I acknowledge the use of <insert name(s) and url> to generate information for background research and at the drafting stage of the writing process with the creation of an outline structure for this essay.

I acknowledge the use of <insert name(s) and url> to identify improvements in the writing style.

I acknowledge the use of <insert name(s) and url> as an information source to generate materials such as images and/or music that were included within my final assessment.

2.2 Indicate how the information was generated through prompts

Provide the prompt or question used, the output generated, and how you modified the material for inclusion in your assessment. This information could be included in the submission's appendix.

For example:

Prompts used with <AI name>: list your prompts

Output generated: Provide a copy of the output created

The output was modified as follows: briefly explain the changes you made

2.3 Reference

Provide a reference (Harvard or Chicago) for the tool you have used including the url and date accessed.

For example:

OpenAI Chat GPT (2023) ChatGPT response to Thomas Tallis, 7 June. Available at: <https://chat.openai.com>

3.0 Acceptable Uses of AI and those to avoid

| Uses of AI | Do/Don't |
|--------------------------|---|
| Assessments | <p>Do:</p> <p>Use it as a starting point for an essay/report question such as to generate ideas, clarify concepts that you are having trouble grasping, etc</p> <p>Don't:</p> <p>Generate the entire assignment - you learn from working and developing an assignment which will be lost if you do not engage; learning is also incremental and AI can disrupt this essential process.</p> |
| Paraphrase and Summarise | <p>Do:</p> <p>Use AI to better understand/clarify a difficult piece of text so you can work towards your own understanding. As an educational tool, it can help you to make sense of difficult text.</p> <p>Don't:</p> <p>Copy and paste a paragraph, then ask the AI tool to directly paraphrase it. Assume you will learn from AI generated paraphrasing; the purpose of paraphrasing is to make sense of texts.</p> |
| Sources and Referencing | <p>Do:</p> <p>Use it as a tool to identify sources and develop referencing. There are already other referencing tools in use, so the same principles apply here in its careful use. Ask AI to check the referencing for you and identify weak areas for improvement - it can be a useful tool for feedback</p> <p>Don't:</p> <p>Copy references used in an AI generated text without verifying its credibility and reading the original source.</p> |
| Language | <p>Do:</p> <p>Use it as a tool to detect spelling and grammar mistakes. Use it to receive feedback on your work. Use it to translate language, remembering that it should not be a substitute</p> |

| Uses of AI | Do/Don't |
|------------|--|
| | <p>for learning. It can provide a helpful way to understand a text and a model for comparison.</p> <p>Don't:</p> <p>Assume it is 100% accurate; don't submit a piece of work without checking its accuracy. Expect it to be able develop a unique style of writing and expression. Permit AI to assume responsibility for understanding grammar and developing language.</p> |

Inappropriate use of AI in assessment is considered academic misconduct and the Procedure or Handling Academic Misconduct will apply to any instances where students are found to have used AI inappropriately against the principles and guidance in this policy.