

QUB Staff Guidance on the Use of Generative AI

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In line with the Russell Group's published stance on AI, the University is committed to the ethical and responsible use of generative AI. We aim to harness AI tools to benefit both students and staff by enhancing teaching methods, enriching student learning, and fostering skills that are relevant for the future.

This guide outlines the principles we commit to uphold and provides practical advice on the adoption and use of generative AI.

Responsible Use

Students and staff will be supported to understand AI's potential, constraints, and ethical implications.

Staff and students are encouraged to use AI appropriately in their work and academic pursuits. For staff, this can involve preparing course materials, supporting teaching delivery, aiding in research tasks, or other work activities. While AI provides an opportunity to boost our effectiveness and efficiency, it needs to be used carefully and appropriately.

Generative AI systems are trained on vast amounts of data, typically sourced from a wide range of public or online resources. They operate by generating outputs that draw upon statistical patterns contained within the training data. However, current generative AI systems do not possess the critical analysis or ethical judgment typically associated with human intelligence.

As a result, AI systems might deliver inaccurate or even fabricated information, sometimes referred to as 'hallucinating'. Moreover, if the training data contains biased, false, or otherwise inappropriate information, then this may be included within the generated output. Therefore, results from generative AI systems should always be carefully checked and validated.

Beyond this, care must also be taken when using public AI tools that confidential or protected data is not submitted as this may be a breach of data protection requirements.

For more guidance on the appropriate use of AI, please visit [Queen's AI Hub](#).



AI Best Practice

The University will collaborate broadly on AI best practices, building diverse partnerships and emphasising interdisciplinary and ethical approaches.

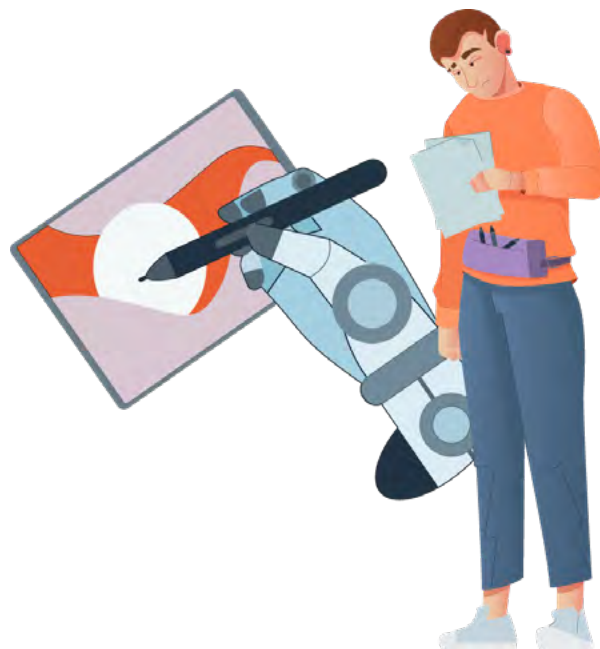
Several AI discovery working groups have been established. These groups bring together those who want to take on a more active role in exploring how AI can be integrated into our activities. This includes exploring new developments, creating case studies, and influencing broader discussions. If you're interested in participating, please get in contact at AI-Hub@qub.ac.uk.



Integrity

Integrity and academic rigour will be upheld.

An open dialogue between staff and students is important, not only about the introduction of AI but also about its appropriate application. Students should be informed of the [importance of academic integrity](#) and the repercussions of inappropriate or non-permitted use of AI. Every educator has an important role in guiding students to make informed decisions regarding the appropriate and responsible use of AI.



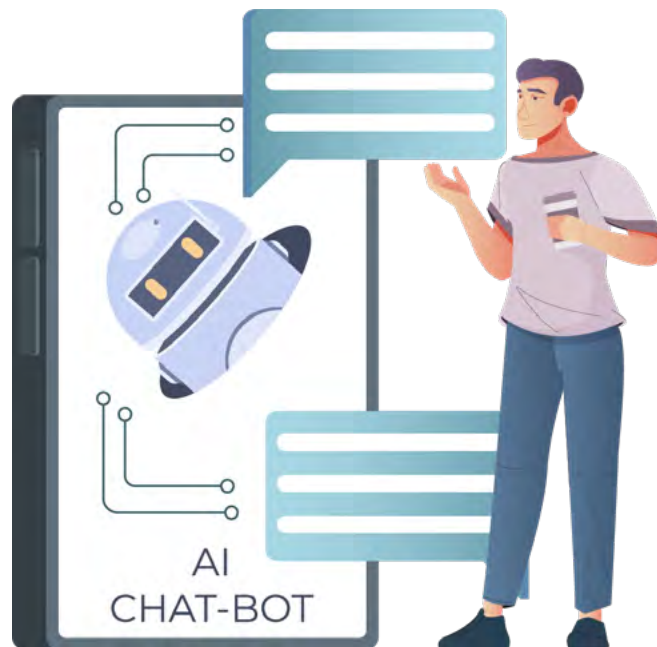
Support

Staff will receive guidance on the use of AI tools, enabling them to guide students on effective and appropriate AI usage.

Support available for staff and students: The [Queen's AI Hub](#) offers comprehensive information on different aspects of AI and is accessible to both staff and students. Explore the [responsible use of AI](#) and how it can be applied to education and research, or how it can be used to improve our efficiency and effectiveness. Additionally, adoption guides tailored for both staff and students are available.

Training opportunities for staff are also on offer. For details on upcoming sessions, please check [our latest training](#).

Available AI tools and systems: Guidance on the [use of AI tools](#), including both QUB-supported tools and publicly available/open systems, can be found at Queen's AI Hub.



Equitable Access

Teaching and assessment practices will be adapted to incorporate appropriate AI tools, ensuring equitable access for students.

Adoption within teaching and assessment: Consideration should be given to how AI can be appropriately integrated into teaching and assessment activities. This encompasses its use by staff to enhance the delivery of teaching, and by students to support their learning experience. Exploring how AI can support students with specific learning needs is encouraged. It is important to note that the adoption of AI will vary by discipline, and maintaining autonomy at the program level is crucial. We are all at the start of this journey, so please do get involved with discussions throughout the year on how AI can be integrated and appropriately adopted.



How to get involved: If you want to provide feedback on any aspect of this guide, the Queen's AI Hub, or if you have questions about the available AI support, please get in contact at AI-Hub@qub.ac.uk.



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