Quality Assurance Handbook (QAH) Part B	*(DBS Dublin Business School logo)*
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Additional Information	
References/ Supporting Documentation	**Microsoft (2023) *Bing AI Chat More Creative*[1]** **Rudolph, J. (2023) *War of the chatbots, Bard, Bing, ChatGPT and Ernie's impact on higher education*, Conference Presentation, PARC23, Dublin, Ireland.**

Appendix B.3.3.1 Policy Overview

This policy statement outlines the approach to be adopted to ensure the responsible and informed use of generative artificial intelligence (GAI) tools by faculty, staff and students for any purpose related to DBS.

'GAI is a branch of AI that uses un- and semi-supervised algorithms to create new content from existing materials, such as text, audio, video, images, and code' (Microsoft, 2023). The most frequent use of GAI tools in HE is likely text generators, such as ChatGPT, however, there also exist 'image synthesisers, video editors, music composers and code generators' (Microsoft, 2023).

The use of GAI tools by students, staff and faculty in DBS is not prohibited. However, consideration needs to be given to their use, including the challenges GAI tools pose for the nature of teaching and assessment practices. Outlined below are DBS commitments and expectations of faculty and student behaviour in relation to GAI tools and their usage.

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[1] **https://www.bing.com/search?q=Bing+AI&showconv=1&FORM=hpcodx**

As GAI is a new phenomenon which has developed rapidly since ChatGPT and other tools came into the public domain in late 2022, it is expected that the sector will need to continue to evolve and respond as the technology evolves. The College policy will be reviewed regularly to ensure continued alignment with the outputs of emerging technologies; however all stakeholders should be aware that the spirit of good academic practice and ethical standards should be upheld at all times, regardless of specific technological advances.

Appendix B.3.3.2 Policy Statement

The advent of GAI tools in higher education means that all stakeholders in the College need to have an awareness of these technologies, and acceptable and unacceptable use. The College, staff and students all have shared responsibilities to uphold best practice to ensure integrity and validity in teaching, learning and assessment. Therefore, DBS will:
- Provide guidance on GAI tools for students and faculty through the Library & Academic Hub and the Learning Unit.
- Facilitate student-to-student guidance on the use and misuse of GAI tools.
- Conduct live dialogue sessions and training workshops for faculty on GAI tools.
- Ensure GAI tools and the implications of their use are discussed regularly at programme team meetings
- Encourage, support and share research on AI tools' effects on learning and teaching.
- Support faculty's need to engage and motivate their students on the use of GAI tools.
- Require students to declare how they use GAI tools in their assessments.
- Utilise GAI tools responsibly in producing policies, procedures, guides and other material for academic management.
- Establish a Steering Group to guide the use of GAI tools in all areas of DBS, including learning, teaching and assessment.

Faculty should:
- Teach students the value of academic integrity, ethical behaviour and personal accountability in preparation for the workplace.
- Incorporate GAI tools into discussions and assignments and educate students on their judicious use and the limitations of GAI tools.
- Seek assistance on understanding the implications of GAI tools from the Learning Unit and colleagues.
- Incorporate frequent and regular opportunities for formative or low stakes assessment requiring learners to produce small outputs (discussion forums/low stakes quizzes), so as to gain an understanding of the profile of their students.
- Ensure assessments (formative, summative and low stakes) are as authentic and current as possible, draw on the students' personal experience and preferences and require personal reflection by the student.
- Adopt innovative assessment types by including more oral presentations, group work, practical tasks and peer reviewing.

- Not overly rely on exams and tests as a substitute for written assessments in order to avoid students' use of GAI tools.
- Use GAI tools to help students apply their knowledge to new situations, illustrating the limitations of these tools and that they can be critically assessed.
- Encourage students to use ChatGPT critically and reflectively.
- Create learning materials (seminar plans, lecture ideas, module descriptions, announcements, exercises, quizzes, and activities) with the assistance of GAI tools and acknowledge their use.

Learners should:
- Be acutely aware that they alone are responsible for the work they produce.
- Take into consideration the long-standing and damaging impact on personal and professional reputations of deception.
- Use GAI tools as partners in achieving goals rather than replacements for work.
- Use high-quality sources in their assessments and be wary of substandard sources, misinformation and disinformation.
- Develop an appetite for reading widely and consulting multiple sources to improve their critical and creative thinking.
- Avail of DBS support and guidance on using GAI tools responsibly.
- Learn to use AI language tools responsibly to write and debug code.
- Summarise long texts for the purposes of study and revision with the help of GAI tools.
- Consult referencing guides on the appropriate way to cite and reference GAI tools.

Appendix B.3.3.3 Ethical Standards

DBS wishes to encourage a creative approach to learning, teaching and assessment. However, learners and staff must ensure that all work presented by individuals for assessment is their own work. GAI may be utilised in research, study and crafting work, as above. However, where a piece of work is generated wholesale by GAI and presented as an individual's own work, whether for assessment or another purpose, this will be classified as academic misconduct/impropriety and will be penalised accordingly. DBS reserves the right to use ad hoc *viva voce* examinations or other approaches to assure the validity of a piece of work.

Appendix B.3.3.4 Additional Documents
DBS QAH Part B Section 3.3 Academic Integrity Policy