



## Generative AI Staff Guidance

### Guidance

Version 1.1

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## Document History

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1.0	Nicola Bell	Update to reflect guidance on AI (Artificial Intelligence)	19/9/2023
1.1	Emma Connolly	Update to reflect AO guidance	1/10/2024
1.2	Nicola Williamson	Update organisational changes and JCQ guidance.	29/07/2025

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## 1. Purpose

This guidance is intended to support staff at Belfast Met in understanding how to use generative artificial intelligence (AI) tools ethically, effectively, and confidently. It aligns with current advice from the Joint Council for Qualifications (JCQ), the Quality Assurance Agency (QAA), and awarding bodies, and supports a culture of academic integrity, digital literacy, and inclusive learning.

## 2. Scope

This guidance applies to all staff and students at Belfast Met who use AI tools such as ChatGPT, Grammarly, image/video generators, transcription tools, and coding assistants in relation to:

- Learning and teaching
- Assessment and coursework
- Research and personal development
- Administrative and support tasks

Use of AI tools is optional; students and staff will not be disadvantaged for choosing not to use them.

## 3. What is Generative AI?

Generative AI refers to tools that produce new content based on prompts or questions. Common examples include:

- Text-based AI: ChatGPT, Copilot, Gemini, Claude
- Writing support: Grammarly, Quillbot
- Image or video generation: DALL·E, Canva AI, Runway
- Coding tools: GitHub Copilot, Replit
- Transcription/translation: Otter.ai, DeepL

These tools can help with summarising, drafting, creating content, or generating ideas, but their outputs require human judgment and verification to ensure accuracy and alignment with policy and practice.

## 4. Suggested Uses of AI in Professional Practice

Staff are welcome to explore AI tools to support their own work, including:

### Curriculum and planning

- Drafting lesson plans or activity ideas
- Simplifying complex topics
- Creating quiz questions or scenarios

### Assessment and feedback

- Suggesting rubric language
- Generating feedback templates (with review)
- Checking spelling/grammar in draft materials

### Administration

- Drafting reports, letters, or communications
- Summarising meeting notes or student questions

Always review outputs carefully for tone, accuracy, and bias.

## 5. Supporting Students to Use AI Responsibly

Staff have an important role in guiding students to use AI tools appropriately, particularly in relation to assessment. You should:

- Clarify expectations: State whether and how AI tools can be used in each task or module
- Promote transparency: Requires students to declare AI use where relevant (e.g., “used Grammarly for grammar improvement”)
- Encourage critical thinking: Remind students to verify information and avoid over-reliance
- Embed digital literacy: Discuss strengths, risks, and limitations of AI tools

Where appropriate, staff can ask students to:

- Submit early drafts
- Complete part of work under supervision
- Reflect on how they used AI in the learning process

## 6. AI and Assessment Design

To maintain academic integrity, staff should consider:

- Task design: Use assessments that require personal reflection, application, or discussion
- Layered assignments: Ask for stages, drafts, or annotated planning
- Varied formats: Include in-person or oral elements
- Rubric updates: Reward critical thinking, originality, and engagement

Each assessment should clearly explain:

- Whether AI use is allowed
- How to reference any use
- What would constitute academic misconduct

## 7. Use of AI in Coursework and Assessments

### Permitted and Supportive Uses of AI

AI tools may be used to:

- Generate essay or assignment structures
- Assist with grammar, spelling, and writing style
- Simplify complex ideas
- Brainstorm or overcome writer's block
- Create practice questions and study aids
- Summarise content (with accuracy checks)
- Translate information (with caution)

Users must verify all AI-generated content for accuracy, originality, and relevance.

## 8. Acknowledging AI Use

If AI tools are used, students must acknowledge and reference them, including:

- The name of the AI tool (e.g., ChatGPT, Grammarly)
- How the tool was used (e.g., grammar check, idea generation)
- Any AI-generated material incorporated into the work (e.g., prompts and responses)

Example acknowledgements:

- "I acknowledge the use of ChatGPT (<https://chat.openai.com>) to support research and self-study during drafting."
- "I acknowledge the use of Grammarly (<https://www.grammarly.com>) to improve grammar and sentence structure."
- Students may be required to submit drafts at various stages, complete parts of work under supervision, or reflect on their use of AI. Harvard Referencing Last accessed.

## 9. Limitations of AI

Students should be aware that:

- AI can produce inaccurate, outdated, or fabricated information
- AI lacks critical thinking and contextual understanding
- AI content may be biased or unverified
- AI tools do not automatically verify sources or citations
- AI may store or reuse input data, so personal or sensitive information must not be entered

## 10. Prohibited Uses

It is unacceptable to:

- Use AI to fully complete an assignment
- Submit AI-generated text, images, or code as one's own work
- Use AI to find and present unverified quotes, citations, or data
- Input personal, sensitive, or copyrighted information into AI tools
- Use AI during exams or controlled assessments unless explicitly permitted

Submitting AI-generated work as original is academic misconduct under the College's Academic Malpractice SOP.

## 11. Academic Integrity and Student Misuse of AI

Improper or undisclosed use of AI by students is considered academic malpractice. This includes:

- Submitting AI-generated work as original
- Using AI during controlled assessments or exams
- Citing unverified AI-generated facts or references

Where permitted, students must declare:

- Which tool they used
- For what purpose (e.g., idea generation, paraphrasing)
- Which content (if any) was directly used

Breaches are managed under the College's Student Code of Conduct.

## Levels of Breach and Response

Breaches of academic integrity involving AI will be dealt with under the College's Academic Malpractice Standard Operating Procedure, using a tiered approach based on the nature and severity of the offence:

### Unintentional/Minor Breach

#### Examples

- Failure to acknowledge AI use for minor editing or idea generation
- Citing unverified AI content that does not significantly affect the outcome

#### Possible Response

- Academic discussion and warning
- Opportunity to resubmit with correct attribution
- Learning intervention (e.g., academic integrity session)

### Moderate Breach

#### Examples

- Using AI to generate full paragraphs with little original input
- Partial submission of unacknowledged AI-written content
- Repeated Level 1 offences

#### Response

- Formal investigation and recorded warning
- Mark penalty or capped resubmission
- Completion of academic skills or ethics training

### Major or Deliberate Breach

#### Examples

- Submitting an entire AI-generated assignment as original work
- Using AI during a timed or controlled assessment
- Fabricating sources or references using AI

#### Possible Response

- Formal investigation
- Possible failure of module or withdrawal from programme
- Referral to Student Disciplinary Procedure
- Record placed on student file

## 12. Safeguarding and Data Protection

Staff and students must take care not to input personal, sensitive, or confidential information into public or unapproved AI platforms. Many AI tools are not GDPR-compliant. Avoid uploading:

- Student names, data, or health information
- Assessment scripts or college documents containing identifiers
- Internal communications

When using AI tools, staff should:

- Use preferred tools approved by the College
- Use college devices/accounts when exploring AI professionally
- Explain data risks to students

## 13. Review and Updates

This guidance will be reviewed annually or upon receipt of new guidance from JCQ, QAA, or awarding bodies. Updates will be communicated through official College channels.

## 14. Further Resources

Staff are encouraged to consult the following sector guidance:

- [JCQ AI Guidance](#)
- [QAA Generative AI Hub](#)
- [Ascentis – Use of AI in Education](#)
- [Pearson BTEC Centre Guide to Plagiarism](#)
- [Ulster University – AI Guidance](#)
- [Open University – AI in Assessment](#)

## 15. Questions and Support

Teaching & Assessment: Speak to your Curriculum Area Manager or the Quality Assurance Team

Digital Tools & CPD: Contact the IT Team

Academic Misconduct: Refer to the Academic Malpractice SOP or speak to the Lead IV in your school