Acceptable use of Gen AI tools (students)

Context

BPP recognises that there are many available ways of accessing Generative AI (GenAI) tools such as ChatGPT, Microsoft CoPilot, Bard and Claude as examples. These are publicly available to access, usually with a simple sign up using an email address or Google ID. BPP also recognises that these tools may be of use to students wishing to experiment with GenAI and that students may well be tempted to use them to enhance productivity.

This document sets out some contexts for use by students and identifies what would be considered acceptable and unacceptable use, explaining why this is the case.

Throughout this document we refer to GenAI tools or 'free-to-use' GenAI tools meaning any tool not specifically developed by or licenced to use by BPP. This includes both the free version of a tool like ChatGPT, or ChatGPT+ which a user may pay for on a personal account.

Students may be given access to Generative AI tools through an institutional licence, and this will be accessed through Single Sign On (SSO) using BPP credentials where it is granted.

1. General principles

1.1. The Generative AI Awareness HUB course outlines the importance of maintaining the integrity of BPP Intellectual Property (IP), the confidentiality of BPP and Client Data, and ensuring that we comply with GDPR regulations and data protection protocols.

1.2. The following are general principles of what would constitute an **unacceptable** student use of a GenAI tool and could possibly lead to a case for Academic Misconduct or a breach of your agreed Terms and Conditions signed in your Learning Contract.

Potential referral for Academic Misconduct

- Submitting the undeclared outputs of Gen AI in summative work
- Attempting to pass off work generated by Gen AI tools as your own work.

Potential breach of Terms and Conditions of contract under Student Misconduct policy

- Using Gen AI tools in a way that would breach client confidentiality or would expose client data.
- Using Gen AI tools in a way that contravenes a clients own organisational policies.
- Using Gen AI in a way that would bring BPP or its clients into disrepute.

1.3. The rest of this document sets out some acceptable use-cases of these free-to-access GenAI tools as well as giving some examples that would be in breach of the above general principles and guidance and therefore are unacceptable use-cases of free Gen AI tools. The principles outlined in the document applies to any GenAI tool that is not part of the BPP portfolio.

2. General unacceptable use

2.1. The following table outlines unacceptable use-cases for free-to-use GenAI tools and gives examples of why these would be unacceptable.

2.2. If in doubt about using a Generative AI tool, please ask your tutor for further advice and support.

#	Unacceptable Use	Example
2a	Apprentices must not submit the output of Gen AI in any work submitted to their portfolio for End Point Assessment (See "Generative AI in BPP Apprenticeship Education: Position Statement and guiding principles" – Available in your Generative AI Awareness Hub Course > BPP Policies and position statements)	Due to the varied nature of apprenticeship End Point Assessment Organisations or EPAOs, BPP has taken the universal decision not to allow outputs from Generative AI tools to be included in the EPA portfolio on any apprenticeship programme. While a learner on an apprenticeship programme **may** use AI in support of their learning, for example to draft ideas, structure an outline for a report, conduct research, or get assistance with coding, they **must not** submit the outputs as part of their portfolio or attempt to pass off AI generated work as their own. Apprentices who are on Degree Apprenticeships **are permitted** to use generative AI in assessments leading to module completion and module credit. This is in accordance with the "Generative AI in BPP University Education: Position statement and guiding principles". However, they are **not permitted** to submit the same information in their EPA portfolio towards the achievement of their apprenticeship qualification.
2b	Input any data, such as company strategy or financial figures that may be a breach of confidentiality, data or privacy.	This could be subject to action under the Student Misconduct policy. BPP provides access to necessary software for you to complete your studies and this will have been approved for use. If in doubt, please take advice from your tutor.
2c	Paraphrasing the output of generative AI to avoid arousing suspicion of AI use or deceive a marker	Unless AI is explicitly allowed in a summative assessment and written into the brief, any attempts to disguise the use of AI would be subject to Academic Misconduct. Please consult with your tutors if in doubt.
2d	Simple copy and paste of Gen AI outputs for assessment submission	Copying and pasting from Generative AI tools shows no skill, understanding or processing of information. It does not demonstrate that you have a grasp of your subject or topic and is often very obviously 'AI generated' copy.
2e	Write a speech that forms the basis of a viva, advocacy exam or other assessed presentation where this is not explicitly allowed in the presentation instructions	You must not use AI to generate copy where your real-time oral speaking skills are being assessed. This includes scripts, slides, or other aides to prompt the oratory performance. ChatGPT or other Gen AI tools will not be there when you are in court doing your summing up to the jury… Nor will it be there when you are standing up at a board meeting presenting your findings and convincing the board that your research is solid.
2f	Use Gen AI to generate any content where spoken or written language skills are to be assessed	Where English language skill and understanding is being explicitly tested, either written or spoken, AI **must not** be used in any of the process. **Any student suspected of using AI in such a presentation will have their application refused, their visa turned down or simply be failed at the test.**

Table 2: Unacceptable use-cases of free-to-use GenAI tools

3. Recommendations

3.1. The following will not lead to any penalties or are classed as ‘unacceptable’, however BPP **strongly recommend** that you do not use any Gen AI tools in the following situations for the reasons provided.

#	Advisory: Do not use the AI in the following ways	Example
3a	Provide mental health advice or counselling or therapy services	BPP provides a support service for all students and our teams are staffed by fully qualified professionals. Any student requiring Mental Health support, counselling or just wants to talk to someone should contact us at safeguarding@bpp.com or call in office hours 9-5.30 excluding public holidays on 07464 542 636 Full Support Services information can be found here Student Support.

Table 3: Recommendations against specific uses of Gen AI tools

4. Acceptable Use in Assessment Briefs

4.1. The following table outlines examples of acceptable use-cases for free-to-use GenAI tools that **may be allowed** in an assessment situation.

4.2. In each case, the specific use of AI will be explicitly mentioned in the assignment brief.

4.3. In all summative assessment you **must** check to see if the use of generative AI has been explicitly permitted in your assignment brief. If it has, then you **must** declare your use of AI on the coversheet that will be provided to you by your school administration team or tutor.

4.4. If there is no **explicit** mention being allowed to use AI in your summative assessment brief, then you **must not** use AI in any part of the final submission.

4.5. Any use of examples 4a-4c from the table below **without explicit mention** in the assignment brief may lead to your submission being flagged for potential academic misconduct.

#	**Acceptable use only if explicitly mentioned in assignment brief**	**Example**
4a	Paraphrasing and summarising own written work to support the development or structure of an assignment.	You can use spelling, grammar-checking software and thesauri to assist you in your writing. Some of these may be AI powered and will help you to identify and correct grammatical errors and spelling mistakes. However, you should not use any software to rewrite sentences or make substantive changes to your original work unless conditions in the assignment brief explicitly allows it. Tools like Grammarly and QuillBot allow users to rewrite text using AI which will make suggestions on how to improve the wording of the text. These tools are free to use and incorporate AI. They can be added as extensions in Chrome Browser to allow editing on-the-fly. You can also write or upload text into a GenAI tool directly and prompt it to redraft the text in a specific style or according to specific guardrails (instructions like 'write in British English', 'write in the third person singular').
4b	Drafting framework for argument/critique	Where it is explicitly allowed, you may use a generative AI tool to help you structure an argument or critique that then forms the foundation from which to write your own argument or critique. You could ask a general query of the key points of a topic and ask an AI to provide you with the main arguments in the following way: *"You will act as an expert in generative AI tools, mainly ChatGPT, Bard and Claude. You will compare and contrast the differences in each platform and summarise the main differences in a thematic analysis. You will then provide me with a structure for writing a critique of the 3 platforms in language that could explain this to a 10 year old. You will write in British English spelling and grammar."*
4c	Assignment planning	Where explicitly allowed in the assignment brief, you are able use Gen AI tools to suggest frameworks on which you can structure your assignment. By outlining the topic of the assignment and the question being asked, you can ask AI to provide a logical order for the main topics you wish to include in your assignment. Prompt 1 *"Using the following question as a prompt to develop a framework for writing, provide me with a structure and logical order for the writing that covers the topics that I provide you with in a follow up prompt. The question to structure is: 'XXXXXXX'. You will wait for me to provide you with the topics in the next prompt"*

		Prompt 2 *"You will cover the following topics in your framework and integrate them in a logical way that flows ending in a conclusion. [topic 1, [topic 2], [topic 3] etc…"* Alternatively, you are able upload your draft assignment and ask AI to structure the work in a logical flow to provide you with an alternative draft for your consideration. If you do this, you must make sure that the AI does not significantly change the actual words you have written as this would not be acceptable.

Table 4: Potential Acceptable use-cases of free-to-use Gen AI for students ***where explicitly allowed in an assignment brief****, with examples*

5. General Acceptable Use

5.1. The following table outlines general examples of acceptable use-cases for free-to-use GenAI tools that may support you in the learning journey.

#	General Acceptable Use	Example
5a	Assisting with research, analysis of papers or data in the public domain	Non-approved Gen AI tools can conduct research and find papers that may be relevant to your studies. Caution should be exercised as many relevant papers sit behind paywalls that will not be accessible by an AI tool leading you to search a much smaller pool of resources. For example, you cannot search WestLaw, a legal database of case studies using AI tools: *"To access cases on robbery and intent in the WestLaw legal databases, you would need to sign in to their platform." Output from ChatGPT +* Gen AI tools can however provide you with a 'first pass' approach to finding useful information that may **support** your research. For example, you could upload 3 papers or documents that are in the public domain that relate you your subject/problem/assignment and ask ChatGPT to provide a summary of the contrasting points and evidence. Additionally, BPPs Library service is the gateway to academic research and through your BPP account you will have access to 1000's of journals, periodicals, books and databases and should **always** be your first point of call.
5b	Discussion for self-reflection	You are allowed to use Gen AI tools to upload your own writing and thoughts to begin a discussion or self-reflection with the AI to gain insight into your writing. For example you could write a prompt that references a specific model of reflection to gain a deeper insight of your work: *"You will act as an expert in reflective models for self-improvement and insight. Using the "four F's of active reviewing" reflective model, analyse the account of my experience I am about to upload and provide me with some reflective insight on my experience indicating where the Facts, Feelings, Findings and Future align with my account of my experience. Make suggestions as to how I could learn from this reflection using the model."*
5c	Providing feedback on enhancements to your own written work	It is acceptable to ask Gen AI tools to provide feedback and suggest improvements to your own written work. You can prompt the AI to assess your own work against how well it meets the learning outcomes and make recommendations for where you could improve the work. Caution should be exercised against the recommendations and feedback from a 3rd party AI tool however as the AI does not have the full context of your assignment, the

		learning content you are expected to have covered in your study or the marking criteria that will be used to assess your work. **No responsibility can be accepted by BPP for a student using an AI tool to enhance their work and then not achieving an expected grade when submitted.** **All marking is by academic judgement and therefore not subject to academic appeal. Please consult with your academic regulations for further information.** As an initial feedback tool however, it may be able to provide you with some pointers for improvement. *"You will act as an academic tutor who is an expert in [topic]. You will be able to analyse an upload of my draft written work and provide feedback against the following learning outcomes.* *1. Outcome one* *2. Outcome two* *You will identify 3 strengths in my writing against these learning outcomes and identify 3 areas for improvement against each outcome."*
5d	Help with initial ideas or brainstorming	Gen AI tools are great at helping kick start a thought process or to generate ideas for a topic for discussion. You can start by asking them to gather information on a specific topic and then to generate some themes to explore. "You will act as an expert in [topic]. What are the current ideas and thinking from thought-leaders in [topic]? How could I use this knowledge from thought-leaders to explore a new angle on developing a [product/service/information piece]?" *"You will act as an expert in data analysis. What are the current ideas and thinking from thought-leaders in data analysis? How could I use this knowledge from thought-leaders to explore a new angle on developing an information piece for a blog?"*
5e	Supporting you to develop your coding skills through advice of coding structure and syntax **where this is not an assessed skill or intended learning outcome**.	By prompting Gen AI tools to act as an expert in a particular coding language, you can get support with coding and syntax writing. Caution should be used that the Gen AI tool may not be familiar with the latest updates to software as typically software and coding frameworks will get updated more frequently than the Large Language Model (LLM) training that the Gen AI tool is using. This is known as the 'cut-off date' of an LLM training model. You should test all code generated by AI as often it will make suggestions or hallucinate functions that don't exist in the programming framework. You can mitigate for this in the prompt to some extent, but you should also have a basic working knowledge of the framework and coding syntax to be able to check it. *"You will act as an expert in coding Excel functions and syntax. You will provide me with solutions to problems that I post to you. You will correct or adapt code that I provide to you. I will refer to column and rows in this way [column], [[row]]. You will provide any coding corrections or suggestions using 'code snippets' that I can then cut and paste into Excel. You will not attempt to guess functions or code if you don't know. You will clearly say 'I don't know' or 'this is a suggestion of what might work' if you are not sure of the correct function syntax."*

Table 5: Acceptable use-cases of free-to-use Gen AI for students with examples

6. Further questions

6.1. For further information on AI use-cases, application of AI in learning, please contact GenAI@bpp.com

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Quick reference sheet of Acceptable and Unacceptable Use Cases of Generative AI tools

Details and an explanation of each case are contained on later pages in this document.

Unacceptable Use At Any Time **(may lead to cases of Potential Academic Misconduct, or Student Misconduct)**
Apprentices must not submit the output of Gen AI in any work submitted to their portfolio for End Point Assessment (See "Generative AI in BPP Apprenticeship Education: Position Statement and guiding principles" – Available in your Generative AI Awareness Hub Course > BPP Policies and position statements)
Input any data, such as company strategy or financial figures that may be a breach of confidentiality, data or privacy
Paraphrasing the output of generative AI to avoid arousing suspicion of AI use or deceive a marker
Simple cut and paste of Gen AI outputs for assessment submission
Write a speech that forms the basis of a viva, advocacy exam or other assessed presentation where this is not explicitly allowed in the presentation instructions
Use Gen AI to generate any content where spoken or written language skills are to be assessed
Acceptable Use Only Where Explicitly Mentioned in Assessment brief
Paraphrasing and summarising own written work to support the development or structure of an assignment
Drafting framework for argument/critique
Assignment planning
General Acceptable Use Outside of Assessment
Assisting with research, analysis of papers or data in the public domain
Discussion for self-reflection
Providing feedback on enhancements to your own written work
Help with initial ideas or brainstorming
Supporting you to develop your coding skills through advice of coding structure and syntax where this is not an assessed skill or intended learning outcome.
Assisting with research, analysis of papers or data in the public domain
Translating content to or from English, excluding any personal, client or business confidential content
Creation of unique images and graphics for use in presentations or documents
Create subtitles, voice to text transcripts of video lessons ensuring no personal, client-specific or business-confidential information is included in the video

Table 1: Summary reference sheet of acceptable and unacceptable use cases of Generative AI tools