Taking a whole institution approach to developing your artificial intelligence operational plan

Checklist

## Planning and leading

|   | Response |
| --- | --- |
| Do you have a set of institutional principles in place to set the vision?  |  |
| Do you have a cross functional working group to ? |  |

## Supporting student/learner skills for an AI enabled workplace

|  | Response |
| --- | --- |
| Do you have relevant policies and guidance in place? |  |
| Are all policies clear and concise, with no ambiguity, for easy understanding?  |  |
| Were students/learners involved in creating the guidance?  |  |
| Are regular reviews scheduled?  |  |
| Are policies and guidance clearly signposted and easily visible to all students/learners?  |  |
| Are critical thinking, creativity and other key employability skills embedded across the curriculum?  |  |
| Are accessibility needs considered?  |  |
| Do you have an approach to ensuring students gain the AI skills they need? |  |

## Supporting staff skills to enhance AI benefits and efficiency

|  | Response |
| --- | --- |
| Is there a structured programme of staff training in place? |  |
| Do staff have time to explore, experiment and understand AI tools?  |  |
| Have staff been involved in developing policies and guidance?  |  |
| Are regular reviews planned for all policy and guidance? |  |
| Do you have a network of mentors or AI champions?  |  |
| Do you have a plan for staff to keep up to date in a manageable way?  |  |

## Preserving academic integrity while developing student AI skills

|  | Response |
| --- | --- |
| Have you reviewed and if necessary, updated your academic integrity policy to reflect the advent of AI and in particular generative AI?  |  |
| Is it clear and explicit to students/learners without ambiguity?  |  |
| Do you have up to date assessment guidance in place? |  |
| Are there regular reviews of awarding body and PSRB guidance? |  |
| If you are using AI detection tools is training and guidance in place?  |  |
| Are you supporting staff to review and redesign assessments for this AI enabled world?  |  |
| Is there guidance on integrating AI across curriculum? |  |
| Is good practise shared? |  |

## Commit to safe, ethical and responsible use

|  | Response |
| --- | --- |
| Are there pre-procurement selection criteria in place to ensure AI tools selected have some information about how they work and how data is used?  |  |
| Do pre-procurement selection criteria ensure no students/learners are disadvantaged by using inappropriate or ineffective AI tools? |  |
| Is there clear guidance in place for students/learners on how to contest the output of any AI system if they feel unfairly disadvantaged? |  |
| Do you plan to regularly review AI tools in use? |  |
| Are students/learners made aware of how, when, and why AI tools are used, particularly in the teaching space?  |  |
| Is digital literacy embedded into curriculums, teaching the skills needed to discern credible information sources? |  |
| Have your existing policies been revised to incorporate the acceptable use of AI tools, specifically focusing on compliance to Intellectual Property Rights? |  |
| Do you have guidance and training in place on acceptable use and IP and copyright?  |  |
| Are staff and students/learners aware of when data might be used for model training purposes? |  |
| Have risk logs been updated since the advent of generative AI and regular reviews planned? |  |

## Provide equitable AI tools access to all students/learners

|  | Response |
| --- | --- |
| Are you working proactively to minimise the disadvantage created by the issue of those that can pay gaining advantage by having access to a greater range of enhanced AI tools? |  |