Artificial Intelligence (AI) Policy
Generative AI in (Jersey) Education

Summary

The Government of Jersey Children Young People Education and Skills (CYPES) Department recognises the potential of artificial intelligence (AI), including generative AI, in the education sector while acknowledging the need for responsible and informed implementation. This policy aims to outline the department's position on the use of AI and provide evidence-based guidelines for its application.

Generative AI refers to a branch of artificial intelligence that focuses on creating or generating new content, such as images, videos, text, or audio, that is not directly sourced from existing data. It involves training machine learning models to understand patterns and generate original content based on those patterns.

Key Messages

The advancements in generative AI technology have made it accessible to the general public, resulting in the production of AI-generated content. This development brings both opportunities and challenges to the education sector.

When utilised appropriately, technology, including generative AI, holds the potential to alleviate the workload within the education sector, enabling teachers to allocate more time to delivering excellent instruction.

Educational institutions such as schools, colleges, universities, and awarding organisations must take necessary measures to prevent malpractice, including any misconduct related to the use of generative AI and other emerging technologies.

Safeguarding data, resources, staff, and students remains of utmost importance in the education sector. **Personal and sensitive data should never be entered into generative AI tools to ensure its protection**. Additionally, educational institutions should regularly **assess and enhance their cybersecurity protocols**, and provide training to all staff, considering that generative AI may contribute to more sophisticated and credible cyber-attacks. Moreover, it is imperative for educational institutions to safeguard their students from harmful online content, including content generated by generative AI.

Background

The release of ChatGPT by OpenAI in November 2022 has generated significant interest among educationalists in generative artificial intelligence (AI) based on large language models (LLMs) like ChatGPT and Google Bard. These AI tools have the ability to respond to prompts, answer questions, and complete written tasks in a manner that resembles human interaction. Additionally, generative

AI can produce various forms of content, including audio, code, images, video, and simulations. It is worth noting that this technology is not entirely new and can already be found in everyday applications such as email spam filtering, media recommendation systems, navigation apps, and online chatbots.

Generative AI tools excel at quickly analysing, structuring, and generating text, as well as converting text prompts into audio, video, and images. However, it is crucial to recognize that the content they produce may not always be accurate or appropriate, as they often lack consideration for truthfulness and can generate biased information.

While access to generative AI tools can facilitate certain written tasks, it is essential to understand that these tools cannot substitute the knowledge stored in long-term memory. Proficiency in generative AI relies on the ability to write clearly, understand the domain being addressed, and have existing knowledge to draw upon. To evaluate the results, one needs a schema or framework against which to compare them. Therefore, generative AI tools can streamline certain aspects of writing tasks, but they cannot replace the judgment and deep subject knowledge of human experts.

In light of these considerations, it is more crucial than ever for the education system to prioritise the acquisition of knowledge, expertise, and intellectual capability among students. While leveraging technology effectively, safely, and appropriately, the education sector should seize the opportunities it provides to deliver excellent education that prepares students to contribute meaningfully to society and the future workplace.

Ethical Framework

The ethical framework should be followed for the use of AI in education. The purpose of the framework is to ensure the well-being, privacy, and safety of students, teachers, and users by upholding principles of fairness, transparency, accountability, and inclusivity.

Objective		Criteria	Checklist
Achieving Educational Goals. AI should be harnessed to accomplish clearly defined educational objectives, supported by robust societal, educational, or scientific evidence that demonstrates its potential to benefit learners.	1.1	Outline and define the educational objective for which AI is being deployed to accomplish.	Have you clearly identified the educational goal that is to be achieved using AI?
	1.2	Explain how each applicable AI resource is equipped to accomplish the designated educational objective.	Can you explain why a particular AI resource has the capacity to achieve the educational goal specified above?
	1.3	Clearly specify the desired effects or outcomes of utilising AI.	What impact do you expect to achieve using AI, and how will you measure and assess this impact?
	1.4	Insist that any measures of student performance are aligned with recognised and accepted test instruments and/or measures that are based	What information have you received from the suppliers, and are you satisfied that measures of student performance are aligned with recognised and accepted test instruments and/ or measures that are based on societal,

	1.5	on societal, educational, or scientific evidence	educational, or scientific evidence?
	1.6	Continuously assess and analyse to what extent the intended effects and stated objectives are being realised.	How will you monitor and assess the extent to which the intended impacts and objectives are being achieved?
	1.7	If the outcomes of employing AI as planned are found to be unsatisfactory, determine whether it is attributed to the resource's design, its application, or a combination of both elements. Develop a well-structured action plan to enhance the achieved impacts.	If the impacts of using AI as intended were not satisfactory, why was this the case? What steps will you take to achieve improved impacts?

Objective		Criteria	Checklist
Forms of Assessment. Utilise AI to evaluate and acknowledge a wider spectrum of learners' abilities and talents.	2.1	Determine how AI can be employed to offer valuable insights into a diverse array of knowledge, comprehension, competencies, and personal well-being growth, all of which are supported by evidence-based practices.	What knowledge and understanding, and which skills are you intending to measure using AI? Which features of AI will enable these to be assessed, and how will assessments be conducted in practice?
	2.2	Explore and demonstrate the ways in which AI resources can be utilised to enrich and showcase the significance of formative assessment methods, studying learning processes alongside outcomes, and fostering social and emotional development, as well as learner well-being.	In what ways is AI being used to enhance and demonstrate the value of formative approaches to assessment, studying learning processes as well as outcomes, and supporting social and emotional development and learner well-being?
Administration and Workload. AI should enhance the capabilities of organisations while	3.1	Discover potential avenues in which AI could be employed to enhance existing procedures within the school/college.	Which processes could be improved using AI, and how do you intend to use AI to improve these processes?

upholding the value of human relationships.	3.2	Perform a comprehensive risk assessment and implement it to ascertain if and how integrating AI to enhance current processes within your organisation could potentially marginalise or adversely affect educators and other pertinent practitioners.	Will the implementation of the actions resulting from this risk assessment guarantee that educators and/or other relevant practitioners are not undermined or marginalised due to the utilisation of AI?
	3.3	Develop and execute a change management strategy, ensuring full institutional commitment for the successful implementation of AI in the school/college.	Will the change management strategy, coupled with institutional commitments, facilitate the effective utilisation of AI throughout the school/college?
	3.4	Monitor and evaluate the extent to which processes are being improved	How will the extent to which processes are being improved be monitored and assessed?

Objective		Criteria	Checklist
Equity. AI systems must be employed in manners that foster fairness and impartiality among diverse groups of learners, ensuring no discrimination is directed towards any group.	4.1	Analyse how the use of generative AI can help mitigate the digital divide within the group of learners for whom you are responsible, ultimately reducing the disparities.	Determine which can access and benefit from the AI technology?
Autonomy. AI systems should be used to increase the level of control that learners have over their learning and development	5.1	If a predictive AI system legitimately foresees an unfavourable outcome (e.g., a student facing expulsion, failing an exam, or dropping out of a program), refrain from holding the individual accountable for an outcome that has not yet occurred. Instead, proactively take measures to prevent the unfavourable outcome from materialising.	Reflect on possible unfavourable outcomes that an AI system might predict. Explore the potential harmful actions that could be taken based on these predictions. Then, carefully consider positive and proactive steps that could be taken to prevent the predicted outcomes from becoming reality.

Objective		Criteria	Checklist
Privacy. A balance should be struck between privacy and the legitimate use of data for achieving well-defined and desirable educational goals (see Annex Section 6 for justification)	6.1	Ensure compliance with relevant legal frameworks to ensure that the use of pupil data for the stated purposes is permitted	Can you confirm that your organisation complies with all relevant legal frameworks?
	6.2	Where the use of AI could be surveillance of learners, provide a clear justification of why this use of AI benefits learners either directly or indirectly.	What uses of AI could be surveillance of learners, and how could these benefit learners - either directly or indirectly?
	6.3	Ensure that where schools/colleges have chosen, or are obligated to assess students on a continuous basis (potentially as a replacement for summative assessments), there are designated safe spaces in which learners are not assessed	In contexts where schools/colleges have chosen or are obligated to assess students on a continuous basis, how have you ensured that there are designated safe spaces in which learners are not assessed?
	6.4	Where a system processes data (including but not limited to personal or sensitive data) that could be considered health data insist that suppliers provide relevant information to confirm that this data is required for educational purposes and that processing this data will benefit learners	What information have you received from the suppliers, and are you satisfied that this data is required for educational purposes and that processing this data will benefit learners?

Objective		Criteria	Checklist
Transparency and Accountability. Humans are ultimately responsible for educational outcomes and should therefore have an appropriate level of oversight of how AI systems operate	7.1	Conduct a risk assessment to establish whether AI resources could undermine the authority of practitioners and disrupt accountability structures, and act based on the risk assessment	Will implementing the actions arising from this risk assessment ensure that the authority of educators and/or other relevant practitioners is not undermined, and that accountability structures are not disrupted as a result of using AI?
	7.2	Determine if there are any trade-offs between accuracy and understandable explanations or justifications for the decisions and actions taken.	Where compromises have been made, are you satisfied with the justification you have received?
Informed Participation. Learners, educators and other relevant practitioners should have a reasonable understanding of artificial intelligence and its implications	8.1	Provide students with instruction on artificial intelligence and its societal and ethical implications.	Where in the curriculum, or when during extracurricular time, will students be taught about this? What content will they learn?
	8.2	Provide educators and/or other practitioners ample training to equip them with the necessary skills to utilise AI resources effectively, judiciously, and confidently. Within this training, emphasise the importance of examining the decisions and behaviours exhibited by AI systems, guarding against unwarranted reliance or unquestioning deference.	Clarify when and where in the curriculum or during extracurricular activities students will receive instruction on this topic. Also, outline the specific content they will learn as part of the instruction.

Authenticity

Authenticity holds significant importance in the context of student or staff work utilising generative AI, primarily due to its role in preserving integrity, upholding academic honesty, and maintaining ethical standards.

Authenticity serves as a pillar for maintaining academic integrity. It is through authentic work that one can genuinely reflect their knowledge, skills, and efforts, thereby reinforcing the fundamental principles of academic integrity. By promoting fair evaluation, authentic work ensures that individuals receive due recognition and rewards based on their own abilities and achievements.

The production of authentic work facilitates the process of learning, critical thinking, and problem-solving for students. Authenticity engages individuals in actively participating in these cognitive processes, enabling them to develop their skills, broaden their knowledge, and enhance their understanding of the subject matter at hand. Failure to attribute or acknowledge the use of generative AI in work creation raises ethical concerns, particularly in relation to plagiarism. The absence of proper attribution undermines the principles of originality, intellectual property rights, and fairness and honesty.

Emphasis should be placed on authenticity when utilising generative AI in the creation of work. This production cultivates a culture of honesty, intellectual integrity, and ethical conduct within educational and professional environments. This prioritisation serves as a foundation for upholding academic standards, nurturing individual growth, and reinforcing ethical principles.

This policy outlines the position and guidelines for successful use of generative Ai. Should it be determined that any of the criteria can not be adequately met or considered in full the user will be subject to Acceptable Use policy defined for employees by the Government of Jersey or by the school/college for all other users.

Useful documents:

1. Generative Ai Department for Education UK - Generative artificial intelligence in education - GOV.UK (www.gov.uk)
2. Ai Risk Management Framework – NIST - AI Risk Management Framework | NIST
3. UNESCO Ai ethics - Ethics of Artificial Intelligence | UNESCO
4. The Institute for Ethical Ai in Education - The-Institute-for-Ethical-AI-in-Education-The-Ethical-Framework-for-AI-in-Education.pdf (buckingham.ac.uk)

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Other Policy documents:

1. Acceptable Use Policy - GoJ

Children, Young People, Education and Skills

Appendix 1:

Example Application

Using ChatGPT in the Classroom: An Application of the Ethical Framework

Setting: Jersey School Classroom

Objective: Introduce ChatGPT as a tool for aiding in classroom discussions, assignments, and research.

Step-by-Step Application of the Ethical Framework:

1. Achieving Educational Goals

 1.1 Define the Educational Objective: The school wants to use ChatGPT to provide real-time information on topics discussed in class and to assist students with research and assignment queries.

   1.2 Selection of AI Resources: ChatGPT is selected for its ability to answer a wide range of topics and its user-friendly interface.

   1.3 Desired Outcomes: Improved student engagement, faster responses to queries, and enriched classroom discussions.

   1.6 Continuous Assessment: Track student performance and feedback to determine if the introduction of ChatGPT has a positive impact on learning outcomes.

2. Forms of Assessment

2.1 Knowledge Measurement: Determine how students use ChatGPT to enhance their understanding of classroom topics.

 2.2 Enhance Formative Assessment: Observe how ChatGPT can be used to support social and emotional development by answering student concerns and curiosities.

3. Administration and Workload

   3.1 Enhancing Procedures: Use ChatGPT to reduce the time teachers spend answering repetitive queries, allowing them to focus on complex student needs.

   3.4 Monitor Process Improvement: Evaluate how much time is saved and how effectively student queries are addressed.

4. Equity

   4.1 Mitigate Digital Divide: Ensure all students have equal access to ChatGPT, providing devices or dedicated sessions for those without personal access.

5. **Autonomy**

 5.3 Predictive Measures: If ChatGPT predicts a student might struggle based on their queries, use that data to provide additional support rather than penalize the student.

6. **Privacy**

6.1 Compliance with Legal Frameworks: Ensure that student interactions with ChatGPT adhere to data protection regulations.

6.2 Justification for Surveillance: If monitoring student interactions with ChatGPT, clearly communicate the educational benefits to stakeholders.

7. **Transparency and Accountability**

7.1 Risk Assessment: Ensure that the introduction of ChatGPT doesn't undermine teacher authority or disrupt the natural learning process.

8. Informed Participation

8.1 Educate on AI: Provide sessions to students about how ChatGPT works and its societal implications.

8.2 Training for Educators: Ensure teachers know how to use ChatGPT effectively and ethically in the classroom.

9. Authenticity

Students should be trained to always cite information gathered from ChatGPT, ensuring originality and academic honesty.

Implementation in Classroom:

Discussion Aid: During classroom discussions, if there's a topic or fact that needs clarity, students can use ChatGPT to get immediate information.

Assignment Support: For individual or group projects, students can use ChatGPT for research assistance.

Real-time Feedback: If a student doesn't understand a topic, they can get an immediate explanation from ChatGPT.

Outcome:

By integrating ChatGPT following the ethical framework, *Jersey School* manages to enhance the learning experience while ensuring that the tool is used responsibly, ethically, and effectively. This results in a classroom environment that is information-rich, engaging, and in tune with modern technology while upholding strong educational and ethical standards.

CHANGE HISTORY

Version	Date Issued	Issued by	Reason for Change
0.1	6.10.2023	Head of Governance	First Issue

Presented To	Approved by:	Date
Senior Leadership Team	SLT	6.10.2023
Ministerial Team		