Guidance for social work placements regarding the use of Generative Artificial Intelligence (Gen AI)

Introduction

Generative Artificial Intelligence (Gen AI) technologies, refer to any type of artificial intelligence that can be used to create new text, images, video, audio, code or synthetic data (Rouse, 2023). Lancaster University encourages the appropriate application and associated research of AI and Gen AI tools; however, caution must be applied to ensure such tools are used in a responsible and ethical manner.

The University has introduced a colour coded categorisation system intended to help students understand how to use Gen AI in a particular assessment, by how much they may use it and at what stage of the assessment:

RED: Gen AI Tools are NOT permitted

AMBER: Gen AI Tools can be used in an assistive role

GREEN: Gen AI Tools have an integral role

Each assessment has specific guidance and the placement module is no different. Students will receive guidance outlining where Gen AI may be used within the placement module (e.g. for the compilation of CAPS, reflective writing and summaries). Please ensure that you have seen the latest version of the assessment guidance.

In addition to the documentation that students submit for the module assessment, the placement encompasses considerably a much broader range of learning and assessment under the direction of a Practice Educator and others with the placement setting. As providers of practice learning placements, you are an essential element of teaching, learning and assessment. From the first day of placement and throughout you will be assessing, teaching and supervising the student so it is essential that you consider how these activities

may also relate to Gen AI use. The Social Work Team at Lancaster are introducing you to this colour coded categorisation so that you can use it throughout the placement when considering the activities that students are engaged with. We encourage you to think about where AI can and cannot be used and have conversations with students. Students must be absolutely clear where they may and may not use Gen AI during their placement: if they have any questions they must seek advice before using Gen AI.

Referencing Gen AI

The university rule is that where students are permitted to use AI tools, they must acknowledge this. As a minimum the following should be included in the acknowledgement:

- Name and version of the generative AI system used e.g., ChatGPT-4.0
- Publisher (company that made the AI system) e.g., OpenAI
- URL of the AI system
- Brief description (single sentence) of the context in which the tool was used.

Failure to follow this guidance can lead to a student being investigated under the academic integrity procedures.

Social work practice learning and Gen AI

Gen AI has a wide range of capabilities and can save a great deal of time in searching for ideas, generating templates and producing text. Practice Educators can generate a wide range of teaching materials that can be used with students (Stone, 2023). They can also find it invaluable to help with the administrative elements of their own social work practice and in assessing students.

Students can make good use of AI to aid their learning, help with academic tasks and even to prepare for engagement with the users of social work services. For example, they can ask AI to generate different ways to ask questions or research specific conditions, theories and knowledge areas. Gen AI can produce a template to record reflection, produce materials to use with children and families, cue cards to aid learning and so much more.

Although Gen AI has amazing capabilities and can save us all a great deal of time, we must ensure that students acquire and develop the knowledge, skills and values to become efficient and competent social workers. For example, they must be able to think critically, have the ability to discern, summarise, reflect, articulate ideas and compile reports and documents. The practice learning placement enables students to develop all of these essential skills. To pass a placement and meet the Professional Standards and Professional Capabilities Framework they need to demonstrate all of these cognitive abilities and

competence in writing and recording. Practice Educators must be sure that social work students have cognitive skills and they demonstrate competence in the administrative elements of social work.

Therefore, regardless of whether or not Gen AI has been permitted within the placement setting, the output/work/product must demonstrably be the student's own work and include a clear declaration of any application of AI. The take away message here is that you may encourage a student to use Gen AI to help with some tasks but they must not over rely on it nor use technology which may deter developing their own essential social work skills and abilities.

Agency policy and data protection

The rapid proliferation and information security concerns surrounding Gen AI led to some social work employers taking a blanket stance, prohibiting its use. At the University such a blanket ban is clearly not appropriate, as a centre of research and learning we want to be at the forefront of any new technology, but it must be balanced against the intrinsic security concerns that surround AI.

At Lancaster University where modules or assessments require students to create an account with a Gen AI provider, they are informed about the potential data protection implications (see appendix one).

Before permitting a student to engage with Gen AI within the placement setting, or using yourself, please check with your employer what systems or tools may or may not be used. Even when such tools are permitted, please consider data protection and discuss this with the student. Unless your employer has developed its own closed/ internal AI system, never upload or input any information about the users of social work services, students or colleagues. In line with the overarching University principles concerning Generative AI, no third party personal data is to be uploaded to Gen AI systems either as part of the sign up process or in the form of prompts. The ownership of what is uploaded, recirculated and reused is currently uncertain (see Stone, 2023).

Translation Tools or Services (digital or human)

English is the language of assessment for the Social Work programme at Lancaster University. Although translation tools or services when used appropriately (e.g., google translate) can aid understanding and support learning the over reliance can have the opposite effect and reduce active involvement and understanding of the work students are trying to produce. Because such tools also amend sentence structure and meaning, their use can also lead to false authorship.

The use of translation tools or services to translate substantial sections of written text into English which is then presented for assessment is **NOT** permitted.

Language Enhancement Applications (LEAs) & Paraphrasing Tools

Language Enhancement Applications such as Grammarly (free version) are online tools/software plug-ins which assist writing. They do this through offering improvements and they also make changes to our writing, for example grammatical errors, alternative words and sentence rephrasing.

There may be occasions on placement where you feel it is appropriate to permit students to use LEAs and paraphrasing tools, and we encourage you to have discussions with students so they are clear how and when they may be used. However, it is important to understand that premium LEA services (such as Grammarly Premium) and other online tools/software plug-ins used to improve writing include additional AI features and are **NOT** permitted.

Students are **NOT** permitted to use paraphrasing tools (such as Quillbot) because they will not develop and apply the academic skills that they are here to learn.

Important Note: Disabled students with an Inclusive Learning and Support Plan (ILSP) may have been justifiably recommended Grammarly Premium and other similar software to support with grammar and punctuation. Where an ILSP is present, it is permissible for the student to use the recommended software but they must acknowledge the use of AI in their work. Reasonable adjustments must be made under the Equality Act (2010) for students who need them. If you have any questions about students with disabilities please contact the practice learning team.

This is not the final word

Gen AI capabilities are advancing and evolving and this is an exciting time however it does mean that it is difficult to keep up. It is therefore important for us all to learn together and keep talking about AI. We can learn a great deal from students so don't be afraid to ask them for ideas. If in doubt at all please ask your employer for their views and also contact the university.

You are being encouraged to think for yourself about how you may use Gen AI to help you as a practice educator to teach, supervise and assess students. We also want you to think about how you and the student may use it to aid learning and help with the administrative elements of social work. Remember that students must comply with the assessment guidance issued for the placement module. Where you do permit students to use Gen AI for learning outside of the formal module assessment (and portfolio they submit) a simple three stage process may help you to get started:

1. Can Gen AI be used in this specific context/task?
2. Make the student aware of what can be used and how it can be used within that specific context/task.
3. When Gen AI has been used reference it (see guidance above about how to reference Gen AI).

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The text from this has been drawn from and based upon – University Position on Artificial Intelligence – https://portal.lancaster.ac.uk/intranet/news/article/new-ai-usage-guidance-for-lancaster-staff-and-students

Reference list

Rouse, M. (2023) *Technopedia*. Available at: https://www.techopedia.com/definition/34633/generative-ai, (Accessed: 3rd July 2023)

Stone, Clare (2023) Artificial intelligence in social work practice education. The potential use of Generative AI for learning. The Journal of Practice Teaching and Learning, 20(3). https://doi.org/10.1921/jpts.v20i3.2192

APPENDIX ONE

If the module or assessment requires students to create an account with a Generative AI provider which includes providing their personal data (e.g. name, email address, etc.) as part of the sign up process, academic staff will need to ensure that students are made aware of this and the potential data protection implications, before signing up to the module. This should be provided as part of the standard information given to students about modules. See below for the suggested wording for this information. Please note, in line with the overarching university principles concerning Generative AI, no third party personal data is to be uploaded to Generative AI systems either as part of the sign up process or in the form of prompts.

Suggested wording for the module or assessment information: Please be aware that this module requires the use of Generative AI systems. To use these systems, you will likely be required to provide your personal data in order to set up an account. The systems being used in this module are [name Gen AI system, e.g. ChatGPT]. [Gen AI system name] will process the personal data you have provided outside of the UK and EU and most likely in the US (but could include other countries). This means that the personal data you provide will not be protected by the UK/EU General Data Protection Regulation (GDPR). This may result in a lower level of protection for your personal data than the GDPR affords. For example, there may not be a national regulator for you to raise complaints with if you are unhappy about the uses of your personal data and you may have fewer rights over your personal data.
By signing up to this module, you acknowledge the above and accept that the University will have no control or liability.