

Report

Report to:	Education Resources Committee
Date of Meeting:	21 May 2024
Report by:	Executive Director (Education Resources)

Subject:	South Lanarkshire Council - Generative Artificial Intelligence (GenAI) in Education
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide guidance on the emerging technology known as Generative Artificial Intelligence (GenAI) and the work undertaken to date within the service to address the implications for learners and staff working in education

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) to note that GenAI Guidance will be issued to all South Lanarkshire Council Education establishments.

3. Background

- 3.1. Generative AI refers to a type of artificial intelligence that is designed to generate new, original content autonomously, including (but not exclusive to) the generation of text, images, music, video, conversations and computing code.
- 3.2. Generative AI tools such as ChatGPT, which launched at the end of 2022, pose both opportunities and challenges for learners and educators alike.
- 3.3. Given these tools are widely available and in everyday use, it is important that their use in education is considered.
- 3.4. To address these, information and guidance will be provided to schools, so they are in an informed position around the appropriate use of GenAI for both teachers and learners.

4. Current Position

- 4.1. Education has engaged with a range of stakeholders and partners to support and gather information. These include:-
- a working group was set up at Uddingston Grammar school in August 2023 which has produced draft guidance documents for teachers and learners
 - the Parent Council has engaged with the work of the group and staff training delivered both in-house and via the West Partnership. A pilot is currently underway with S6 students (with appropriate permissions secured) in the use of GenAI which is being closely monitored to inform next steps

- engagement with the West Partnership Development Officer and other Digital Leads across the 8 local authorities, and participation in training across the RIC on the use of GenAI by educators
- awareness raising and discussion with CQIS Team, Education IT Team, ICT Coordinators as well as Primary Head Teachers and NQTs. Further engagement is planned with Secondary Head Teachers, ASN and ELC.
- Information Officers were informed of the work undertaken to date and they will monitor progress with Education, while exploring potential Council-wide implications

5. Next steps

- 5.1. Following consultation and engagement, a draft local authority guidance document for schools has been produced. Copy attached.
- 5.2. This draft guidance will serve as an initial support for schools and will be reviewed and updated regularly.
- 5.3. South Lanarkshire Education Resources will continue to liaise with all parties at a local, regional and national level and will review guidance and supports as required.
- 5.4. Continue to engage with stakeholders including Secondary, ASN and ELC sectors and Professional Associations.
- 5.5. Maintain a link with the local authority Information Officers and Governance Board.

6. Legal implications

- 6.1. none.

7. Employee Implications

- 7.1. There are a number of opportunities for practitioners and learners in using GenAI but there are also some potential issues and risks, and these have been given consideration as part of the guidance.
- 7.2. The benefits of using GenAI as a teaching tool, include enhanced content creation and more engaging and differentiated materials. This has the potential to reduce aspects of teacher workload.
- 7.3. Key benefits of using GenAI for learners is enhanced accessibility to a wide range of content and resources as well as the potential for instant, detailed feedback on their performance.
- 7.4. However, issues such as age restrictions are also a consideration. The Terms and Conditions of some GenAI services require users to be at least 13 years old and/or parent/carer permission to be obtained if under 18 years old and this needs to be managed within educational settings.
- 7.5. Risks associated with the use of GenAI include the reliability and accuracy of content created as well as the inclusivity of materials and potential risk of plagiarism. However, these risks already exist in educational environments, with processes and systems in place to mitigate against them and deal with potential malpractice.

- 7.6. Learning about GenAI is an essential part of the technologies curriculum. In 2006, Building the Curriculum 1 stated *“children and young people need to be skilled and knowledgeable users of technologies and be ready to embrace further developments in the future”*. Learners, therefore, need an understanding of this emerging and transformative technology, to take action in an informed way.
- 7.7. Artificial Intelligence was specifically noted as part of the Scottish Government’s Independent Review of Qualifications and Assessment. Professor Hayward noted *“the impact of Artificial Intelligence is one that learners of the future will live with and the skills they will need to cope must now be part of the future of education and of qualifications”*
- 7.8. Recommendation 12 from the review:
Establish a cross-sector commission on education on Artificial Intelligence.
• *As a matter of urgency, Scottish Government should convene and lead a cross-sector commission to develop a shared value position on the future of AI in education and a set of guiding principles for the use of AI.*
• *The use of AI LLM, such as ChatGPT, should not be banned but learners and teachers/lecturers must be supported to make best use of them. AI offers the potential to reduce administrative burdens and to lessen the time taken for other teaching tasks. All opportunities to do that should be taken.*
• *Coursework should remain an integral part of qualifications but existing tasks should be reviewed to ensure that they are compatible with the new context created by recent developments in AI.*
- 7.9. CLPL opportunities will be made available for staff in the use of GenAI and the implications this has for learners.
- 8. Financial Implications**
- 8.1. None
- 9. Climate Change, Sustainability and Environmental Implications**
- 9.1. There are no significant implications for climate change, sustainability and the environment arising from the recommendations in this report
- 10. Other Implications**
- 10.1. There are no implications for risk in terms of the information contained in this report.
- 11. Equality Impact Assessment and Consultation Arrangements**
- 11.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

Carole McKenzie
Executive Director (Education Resources Resources)

30 April 2024

Link(s) to Council Values/Priorities/Outcomes

- ◆ Education and learning: inspiring learners, transforming learning, strengthening partnerships

Previous References

- ◆ None

List of Background Papers

- ◆ None

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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