

**UHI | INVERNESS**

# **Co-Designing Inclusive AI literacy with Supported Education Learners**

Fiona McConnell UHI Inverness

# Change of plans – Poster QR code



# About me

Fiona McConnell Digital Learning Lead, UHI  
Inverness

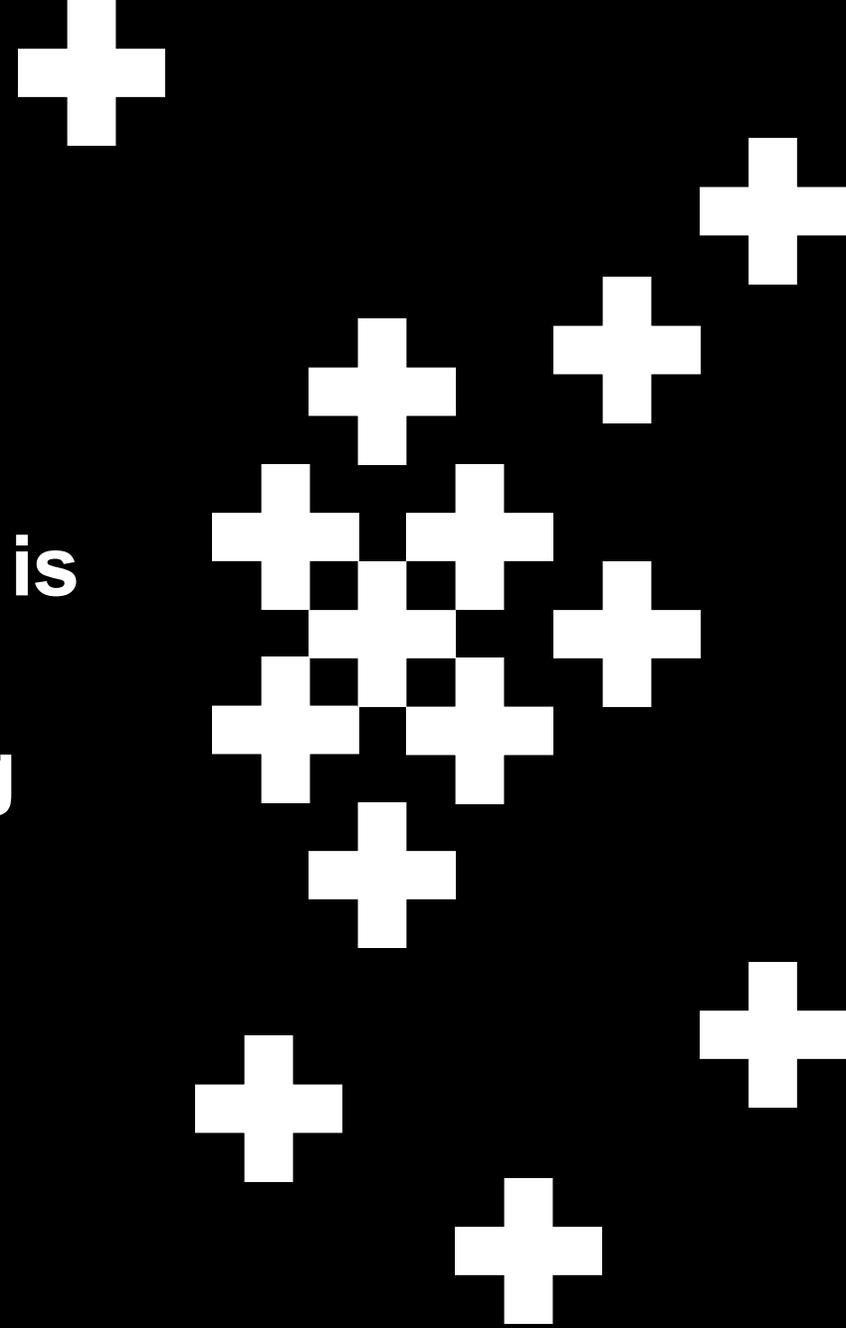
- **Supporting Academic & Professional Staff in:**
- Generative AI
- Digital pedagogy
- Ethical & informed technology use
- Accessible learning design
- ..and other stuff..



# This Is Not About “Bad Policy”

- I’m grateful to colleagues who developed the original guidance.
- This project builds on that foundation — it doesn’t replace it.
- Policy documents often prioritise completeness and compliance.
- Accessibility sometimes requires a different lens — clarity, cognitive load, and multimodality

**This project doesn't argue that the policy is wrong, it asks how policy, and supporting those in using AI, can be experienced differently by different learners**



# Generative AI

## Generative AI

Policy number: HC.152

Table 1: Policy reference

Dean
Academic Officer/Dops
Academic Committee
Review Officer/Dept
College Governance
College Governance Team A
College Governance Team B
College Governance Team C
College Governance Team D
College Governance Team E
College Governance Team F
College Governance Team G
College Governance Team H
College Governance Team I
College Governance Team J
College Governance Team K
College Governance Team L
College Governance Team M
College Governance Team N
College Governance Team O
College Governance Team P
College Governance Team Q
College Governance Team R
College Governance Team S
College Governance Team T
College Governance Team U
College Governance Team V
College Governance Team W
College Governance Team X
College Governance Team Y
College Governance Team Z

Table 2: Policy summary

What
Overview
Why
Scope
Implications and monitoring
Key performance

Item	Ref
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## 1. Policy Statement

The University of the West of Scotland (UWS) is committed to enhancing the quality of student learning and research, and aims to be governed by consideration and there are serious concerns such as it is essential that use of by the principles of transparency.

One of the key objectives of this policy is to ensure that all staff and students are aware of the principles of transparency.

## 2. Definitions

**Artificial Intelligence (AI):** A branch of computer science that aims to create machines and computer systems that can perform tasks that normally require human intelligence.

**ChatGPT:** A large language model (LLM) developed by OpenAI, which is capable of generating human-like text based on a given prompt.

**Generative AI:** A type of AI that can generate new content, such as text, images, or music, based on a given prompt.

This is not an exhaustive list. For more information, and what constitutes a learning and teaching event, consult the policy guidance.

ChatGPT may not be used to generate content and materials. Generating and publishing must comply with UWS's open access policy and restrictions.

## Use of GAI with students

UWS staff will determine student use of GAI approved GAI tools in their units or modules. Note that if it is deemed that GAI may not be used for assessment, then use of software assessment is recommended.

Students must be informed if and how they can use GAI approved GAI tools of intention, to assist, research and enhance learning experience. (proceeding programme handbook) as appropriate, and before they begin their studies. Students must be directed to this policy, the UWS's Open Access Policy and the UWS's Intellectual Property Policy. (The staff must be made aware of the UWS's Intellectual Property Policy on the use of Generative AI.)

If use of GAI is permitted for a given work:

1. UWS staff should decide if they wish to see evidence of how students used GAI. For copyright, students may be asked to provide all prompts and answers to each prompt in an appendix to their submitted work.

2. As required for all assessments, the appropriate covenant containing the GAI statement must be used:
  - a. Assessment covenant 50A
  - b. Assessment covenant 50B
  - c. Assessment covenant 50C
  - d. Assessment covenant 50D

To ensure compliance with the High Level and Full Staff Duty of Care, UWS will only allow work to be done for the purpose of GAI tools for staff using GAI, providing students have obtained the minimum age for the use of the technology. Staff must be directed to the relevant policy, course, and terms and conditions prior to use.

UWS staff may not:

- create or require basic students to, sign up for non-approved GAI accounts on the request of their programme of studies or associated learning, teaching, assessment, or research activities; or
- suggest that students create non-approved GAI accounts to support their university work; or

Page 5 of 10

Policy number: HC.152

This will be determined by your university and how you may use GAI for your studies and assessed work. Note:

- If you have not even said anything about the use of GAI, then it's not permitted, but understand, the impact on it.

your literature list.

note, this is plagiarism.

it has been written by someone else and you used it as your own work.

impact on your work.

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Page 5 of 10

- requiring students to use GAI tools if they have not obtained the minimum age specified in the course and conditions of use.

## Use of GAI detectors

Due to the risks of GAI detectors, such as generating false positives and positives that are not based on evidence, UWS will not use GAI detectors. UWS staff may not submit student work to any AI detector.

## 11. Version control and change history

Table 1: Version control and change history

Version	Date	Initiated by	Approved by	Author
1.0	10 March 2024	UWS	N/A	

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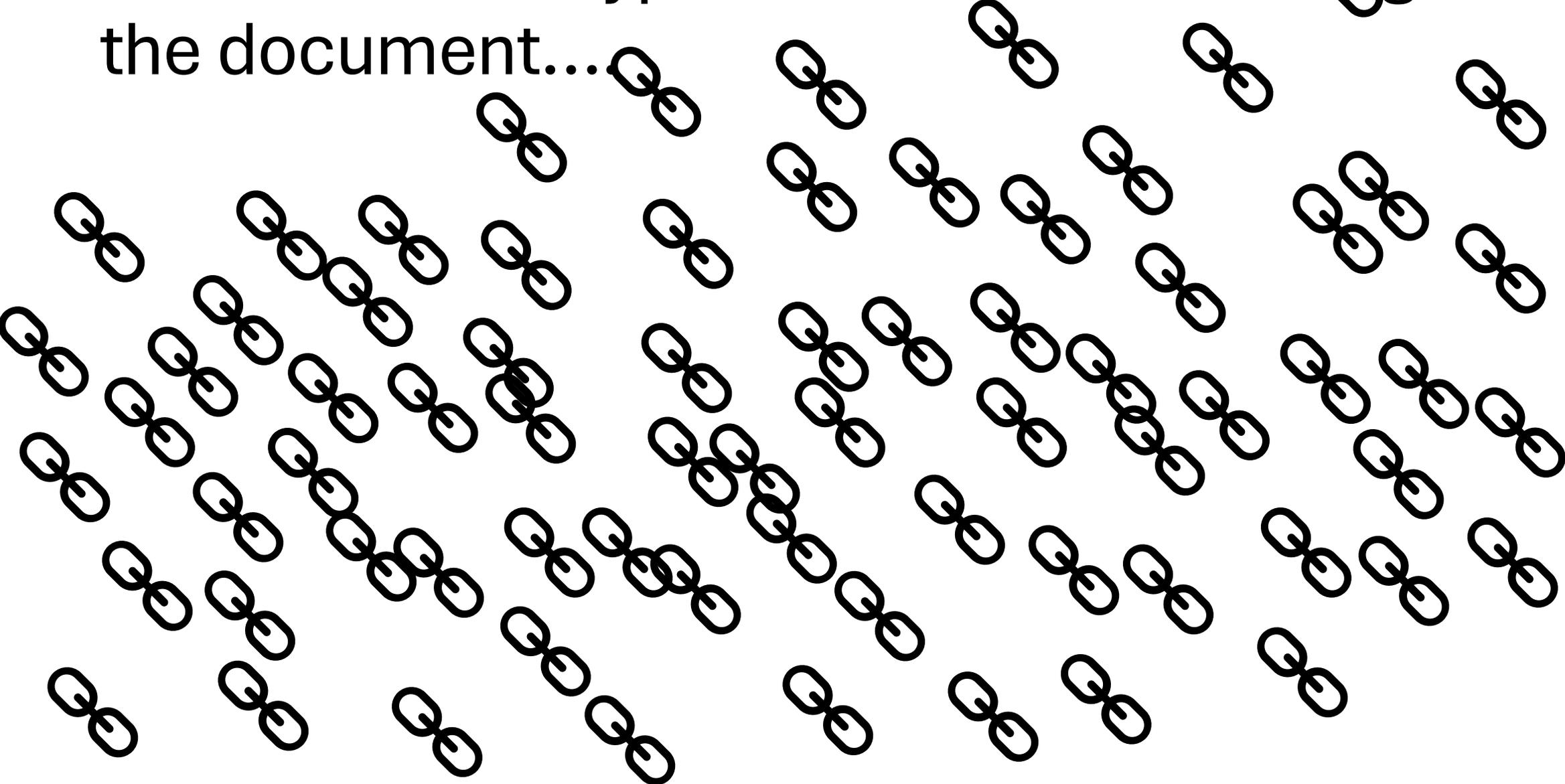
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And...With 48 hyperlinks scattered through  
the document...



# Including, 6-page student guide

## Student guidance on the use of Gen

Version 1.2

### Introduction

The University of the Highlands and Islands (UHI) is committed to ensuring that our students receive the quality of education that the Scottish Government (GEM) has the potential to potentially revolutionise the way in which we learn, teach and professionalise. The use of AI within these contexts is considered for ethics and policy. AI is used to help address concerns about the potential for disruption or misuse of that use of AI is implemented in a responsible manner of transparency, accountability, sustainability, and

The guidance that follows is provided for students across UHI for their learning and development, in ways that see the meeting the way that decisions are made.

This guidance is to be read in conjunction with the other relevant guidance (AI) policy, and should be read in conjunction with the other relevant guidance.

This guidance will continue to be updated as UHI's position evolves into other areas beyond teaching and research. It

- May AI be used for course and assignment work?
- Ethical use of AI.
- Examples of good practice for students.

The policy and guidance do not preclude students from using accessibility features available to them, or that, to ensure accessibility, are included within their agreed Personal Use of Student Information Policy that which authorises students' work will be provided as normal and subject to

### Definitions

**Artificial Intelligence (AI):** A broad field of computer science that focuses on developing machines and computer systems capable of performing tasks that would typically require human intelligence.

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### May AI be used for course and assignment work?

Your tutor/tutor will tell you if and how you may use AI in your course. It may be appropriate and full range of how to use it.

Our Policy Right has a good article on [how to use AI in your work](#). Remember not to use direct generation services.

**General Student Data Management Policy** will help you with the use of AI in your work and reports. Please note that this is a policy that is not a part of student information.

**Artificial Intelligence (AI):** A broad field of computer science that focuses on developing machines and computer systems capable of performing tasks that would typically require human intelligence.

If you are enrolled and your tutor/tutor will permit you to use AI in your work and reports. Please note that this is a policy that is not a part of student information.

### Finding credible and reliable published material

The UHI Library can recommend some of [Library Select](#) and our subscription to resources, rather than solely relying on third-party search engines or websites, for full, which is best:

- Our online resources are written and edited by experts which ensures the quality and reliability of the information.
- Many of our subscription resources, including scholarly articles, journals, and publications, have undergone rigorous peer review. They are authoritative and can be relied on for the knowledge that the information is accurate and the content will not be available via third-party sites.
- Our resources are copyright compliant. Third-party resources may involve a payment that they do not have the rights to reproduce. This means that we do not have the rights to reproduce for your work.
- Most of our resources do not require a subscription or payment when searching for them. We can provide both support and assistance if you experience difficulties with our resources and software, which is not the case for external sites.
- Some AI tools are prone to hallucinations and provide inaccurate information. Some AI tools are prone to hallucinations and provide inaccurate information. Some AI tools are prone to hallucinations and provide inaccurate information.

Our [Library Select](#) resources Library Select, Library Select, and the [AI Tools Policy](#). Please note that you may not use AI in your work and reports. Please note that this is a policy that is not a part of student information.

### Ethical use of AI

The use of AI by students can bring a range of benefits that can support an individual and support you in undertaking individual groupwork and research for coursework. A range of potential uses are outlined further below in our [AI Tools Policy](#).

However, before you use AI in your learning and research there are several considerations:

1. Check what your tutor/tutor has said that you are permitted to use AI in your work and research. Check what your tutor/tutor has said that you are permitted to use AI in your work and research.
2. If you are permitted to use AI in your work and research, please note that this is a policy that is not a part of student information.
3. AI tools and services often have minimum age restrictions. For example, that that you must be 18 to use them. If you have not reached the minimum age specified, you should not use the tool/service.

4. Always read the Terms and Conditions of use. To use these digital tools, you may need to agree to the terms and conditions of use. Always read the Terms and Conditions of use.

5. Do not use aspects of your work or research that you do not own the copyright in. Do not use aspects of your work or research that you do not own the copyright in.

6. Do not use AI to generate content that you do not own the copyright in. Do not use AI to generate content that you do not own the copyright in.

7. Do not use AI to generate content that you do not own the copyright in. Do not use AI to generate content that you do not own the copyright in.

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9. Do not use AI to generate content that you do not own the copyright in. Do not use AI to generate content that you do not own the copyright in.

10. Do not use AI to generate content that you do not own the copyright in. Do not use AI to generate content that you do not own the copyright in.

**Example:** Operating systems must be updated with patches and security updates. [UHI's IT Department](#) has more information on our website and contact us for help. [External website: University of the Highlands and Islands](#)

### Examples of good practice

When considering how you might use AI in your work, it is important to consider that it supports and can be provided by a third party. To help you use AI in your work, you may need to agree to the terms and conditions of use. Always read the Terms and Conditions of use.

- Do not use AI to generate content that you do not own the copyright in. Do not use AI to generate content that you do not own the copyright in.

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### Approved by:

Approved by: Head of Information Systems Compliance, Information Systems Compliance, Information Systems Compliance

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### Version History

Table 1: Version History

Version	Changes	Approved by
1.0	Initial version	Information Systems Compliance
1.1	Updated to reflect changes in the policy	Information Systems Compliance
1.2	Updated to reflect changes in the policy	Information Systems Compliance

Some of the ways in which AI can be used:

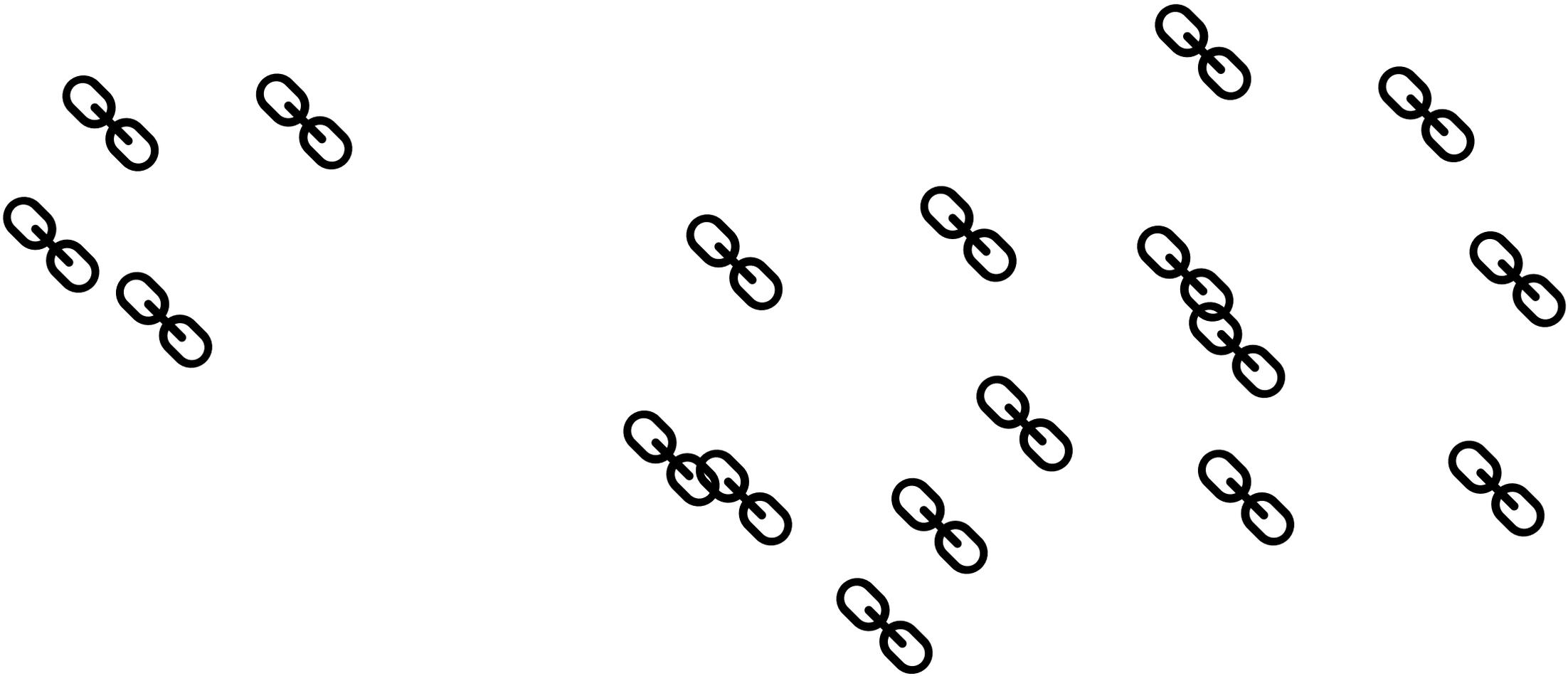
- Do not use AI to generate content that you do not own the copyright in. Do not use AI to generate content that you do not own the copyright in.

Using AI in your work can be helpful in the following ways:

- Do not use AI to generate content that you do not own the copyright in. Do not use AI to generate content that you do not own the copyright in.

- Do not use AI to generate content that you do not own the copyright in. Do not use AI to generate content that you do not own the copyright in.

With 19 hyperlinks scattered throughout..





0 response submitted

When students ( or you ) were to see this – what comes to mind?

Scan the QR or use  
link to join



<https://forms.office.com/e/bwPa197LWB>

 Copy link



Waiting for response...

Responses will be displayed as a word cloud

Wordcloud All responses

< 1 of 1 >

# The Challenge

10 pages, and 6-page vs 1-page guidance comparison (a work in progress)...

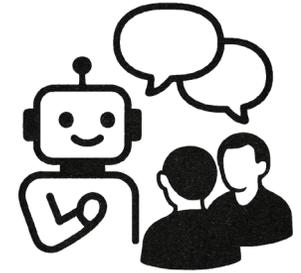


# Using Artificial Intelligence (AI)

- Tools like ChatGPT or Copilot, can support learning—but **must be used responsibly**.
- Always check with your **lecturer** before using AI in coursework or assessments.
- **Check age restrictions for GenAI Tools, most are for over 18** 



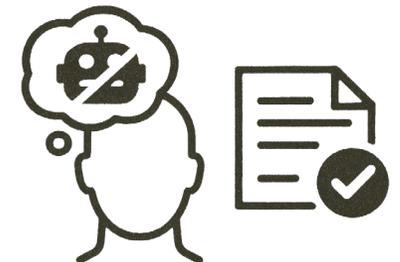
**Keep it private – don't share your personal info or coursework with AI tools.**



**Use AI as a helper, not a replacement for talking with classmates and lecturers.**



**Think for Yourself – AI Can Get Things Wrong**

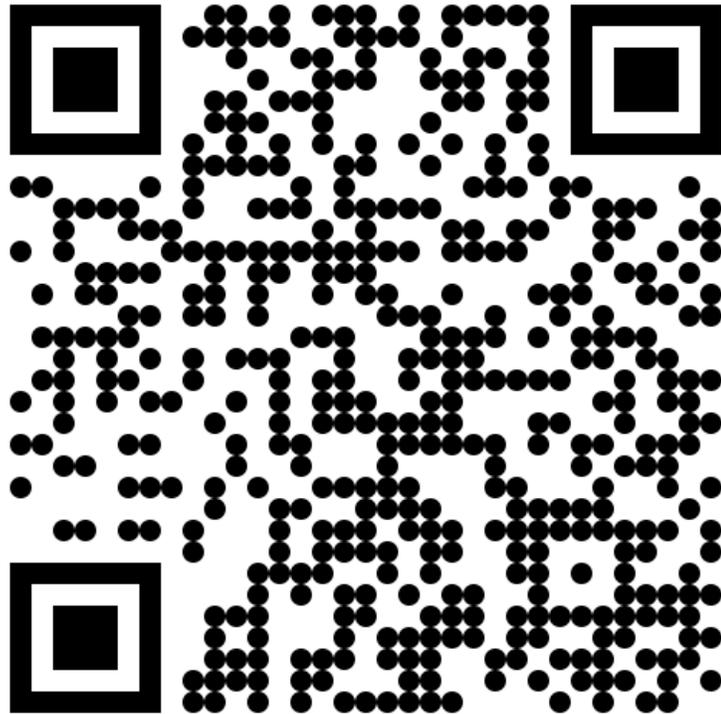


**Be honest – don't pretend AI work is your own**

# Short Videos using animation (draft)

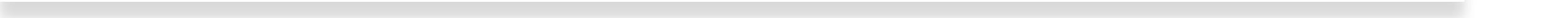
Initial feedback:

- Stronger tone
- More pauses
- Slower



# How It Started: The Induction



- Asked to support student induction (not usual remit)
  - 22 HNC & Degree students
  - Delivered structured AI briefing
- 



# Before Policy — I Asked Students

- Are you already using AI?
  - Which tools?
  - For what?
-

# Initial Insights

HN/Degree - Students using AI already, but not always critically.

## **Policy Feedback:**

- Wordy
- Overwhelming
- Legal-looking
- Too many links

**If these students struggle —  
what about Level 2?**



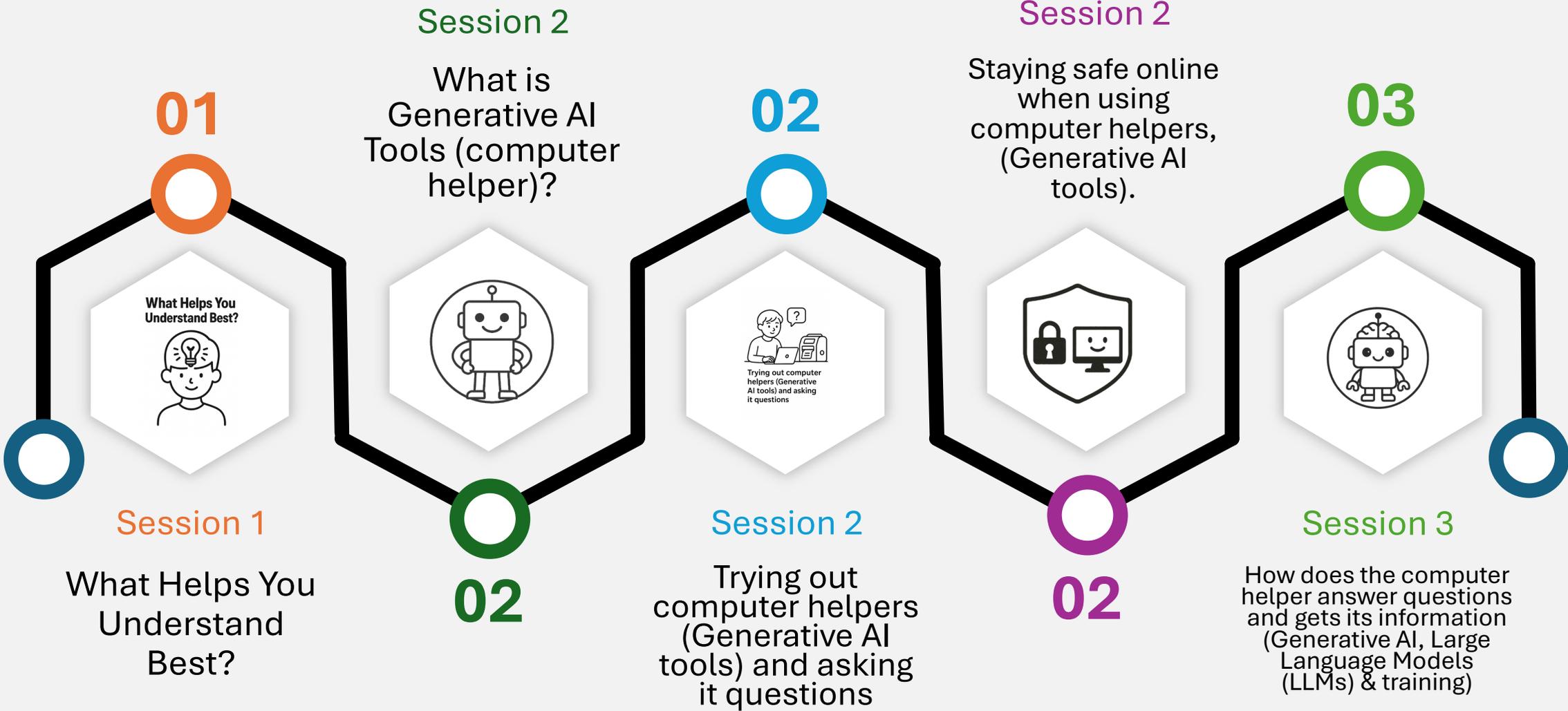
# The Question

- Who are we building AI guidance for?
- Are students shaping it?
- Research supports including students with various learning difficulties and disabilities in AI policy conversations

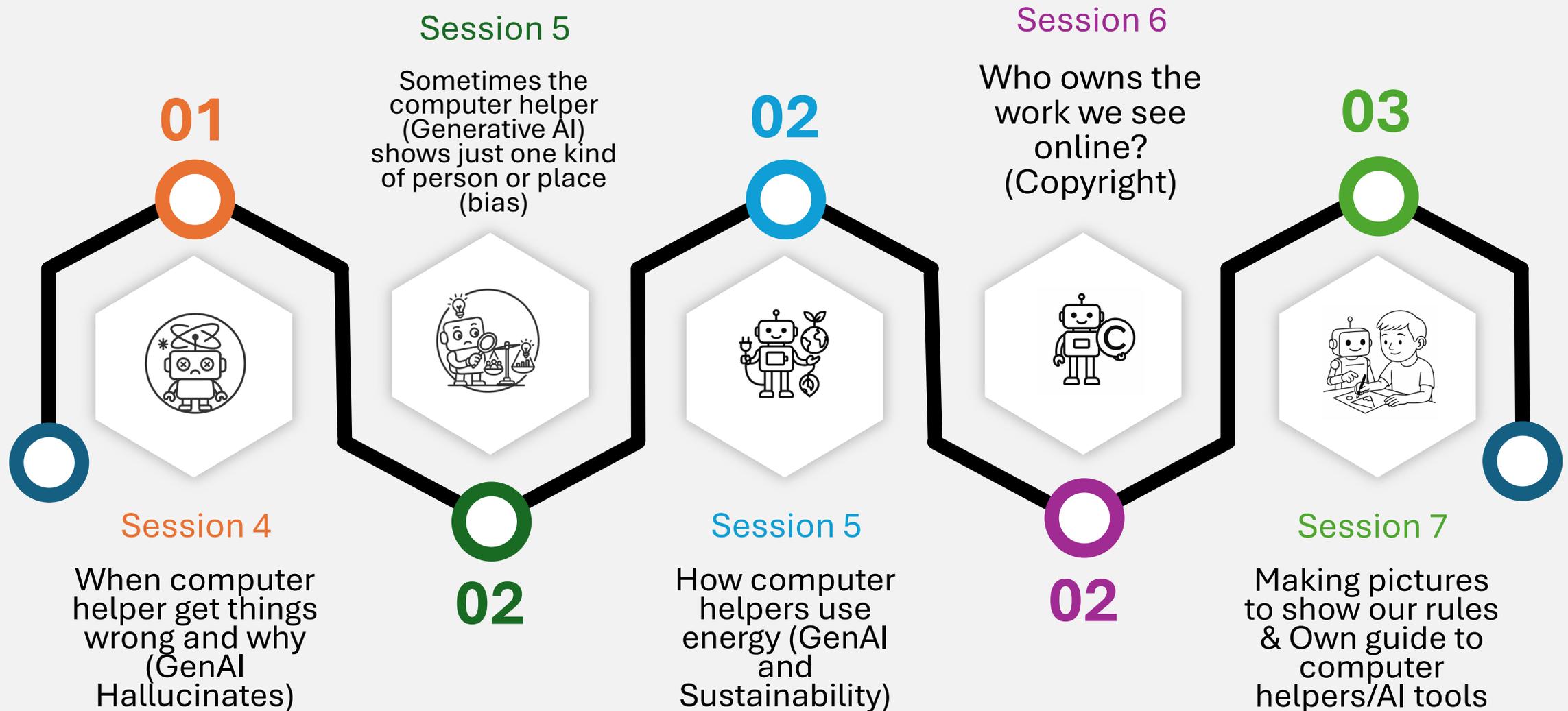
## **The Shift:**

- Not simplifying for learners
- Co-designing with learners

# SCQF Level 2 Programme - The Supported Education Work



# Wk4 – 7. Visual Timeline of Sessions with Level 2 Students & Badges



# What We Covered - Building AI Literacy Through Accessible Activities

## Topics

- What is GenAI?
- How it works
- Hallucinations
- Bias
- Sustainability
- Copyright

## Methods

- Thumbs up/down
- Matching games
- Predictive text
- Bias sorting
- Create your own “computer helper”

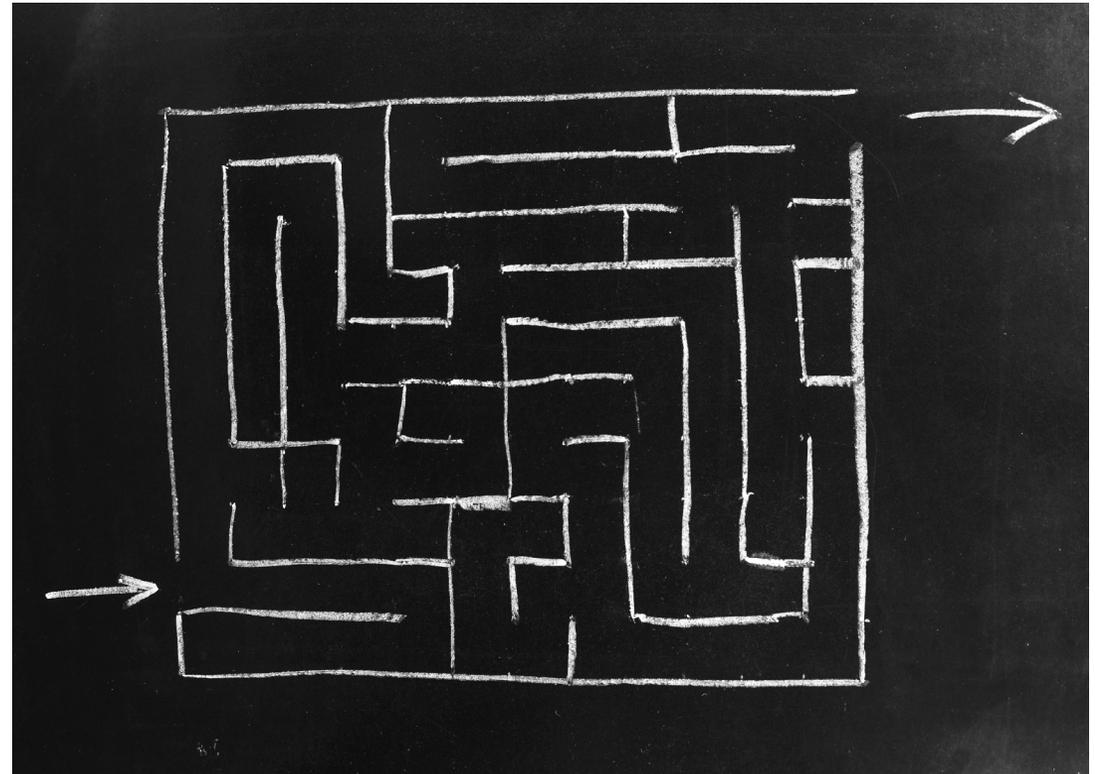
Using play-based activities before introducing policy

# What Shaped My Delivery & Activities

Started with:  
“How do you learn best?”

## Students said:

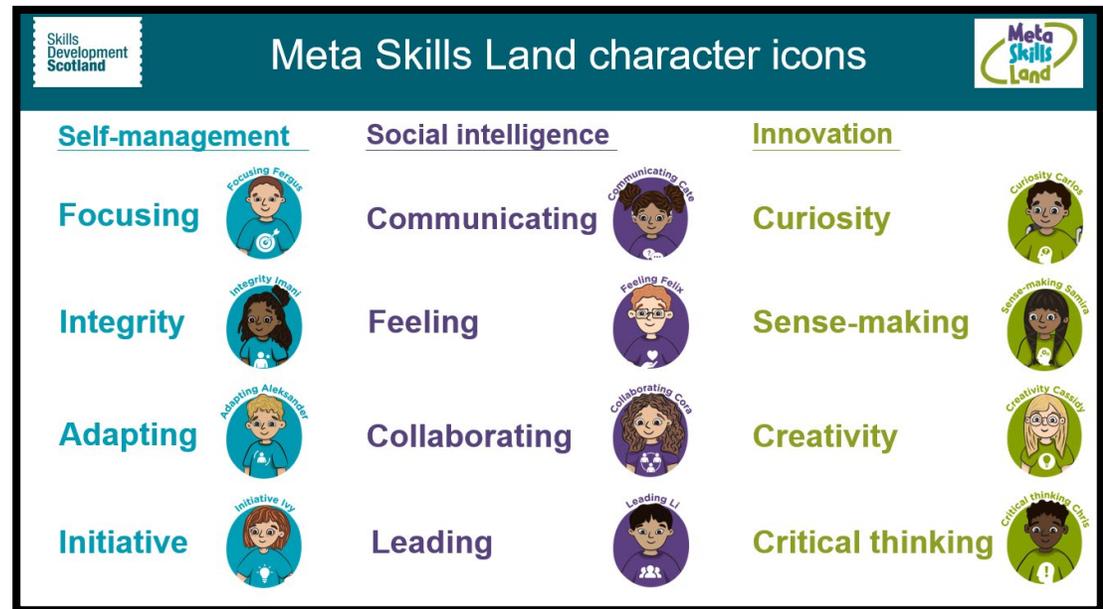
- Simple written steps
- Clear visuals
- Short videos
- Trusted support



# Meta-Skills - AI as life skill, not tech training.

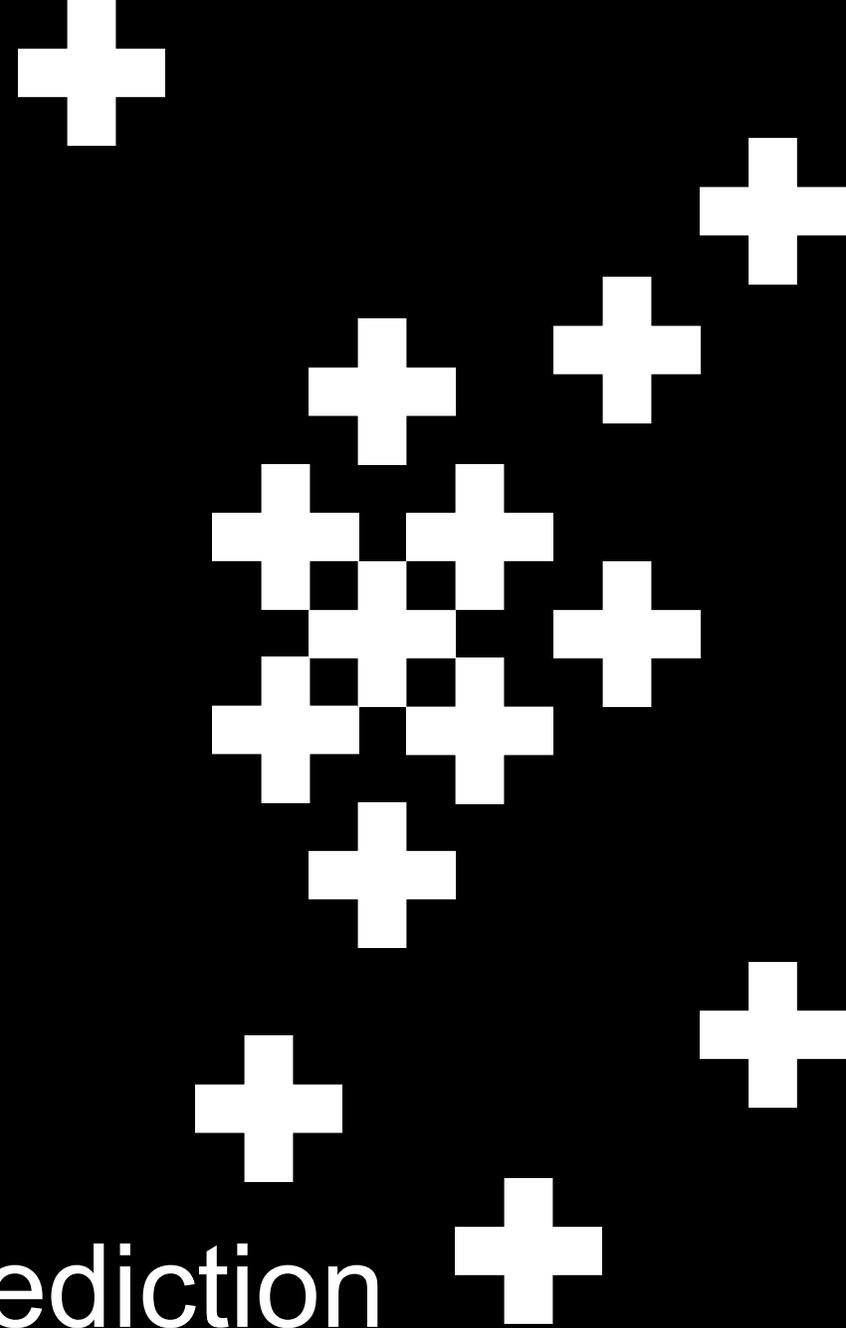
Mapped to Skills Development Scotland Meta-Skills

- **AI literacy became:**
- Critical Thinking
- Communication
- Integrity
- Creativity
- Sense-making



# Activities to explain

Explaining LLMs and pattern prediction

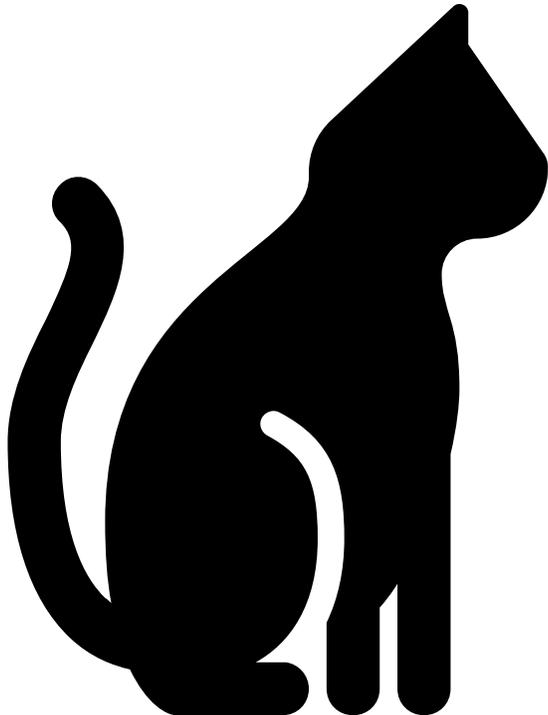


Blankety  
Blank  
Quiz

BLANKETY  
BLANK

# Activity - Guess the next word

“The cat sat on the ...”



- Mat

=Percentage 70-80% as very much a popular phrase

Windowsill

= 5-10% common cat behaviour

Couch/sofa

=5-10% common cat behaviour

Lap

=3-5% common but less likely without content

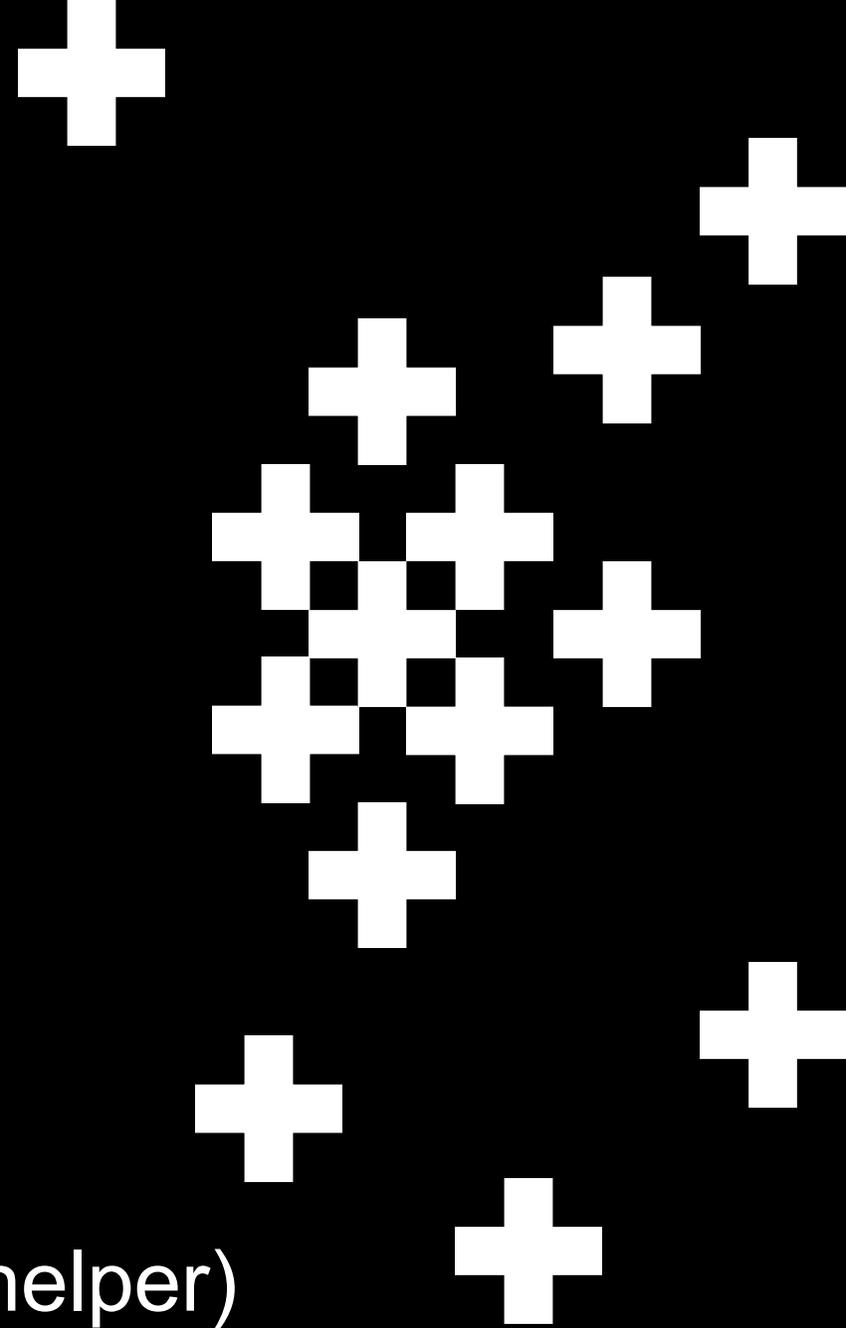
# Context Matters



Crystal sat on the....

# Activities Used

Safe and Not Safe with AI (Computer helper)



# Danger Aware using AI

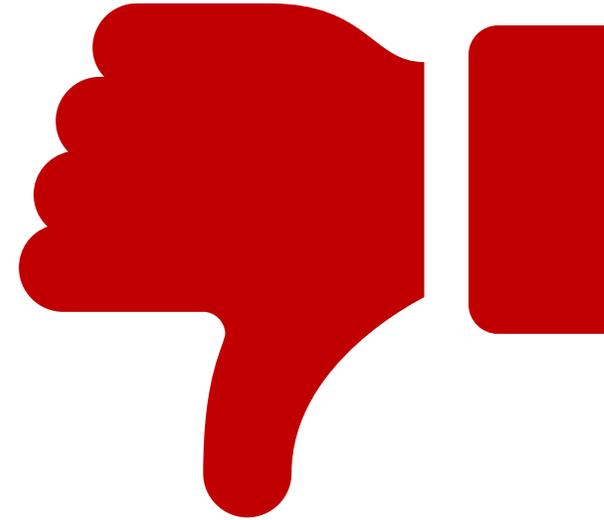
## Ordering Pizza

- You might go onto a computer and order a pizza, give name & address – that's ok as you are getting a pizza delivered.

## When using AI

- But if you're using the *computer helper/ AI tools* to make pictures or give you ideas, it doesn't need your phone number or any personal details.

That's when it's NOT safe to share.



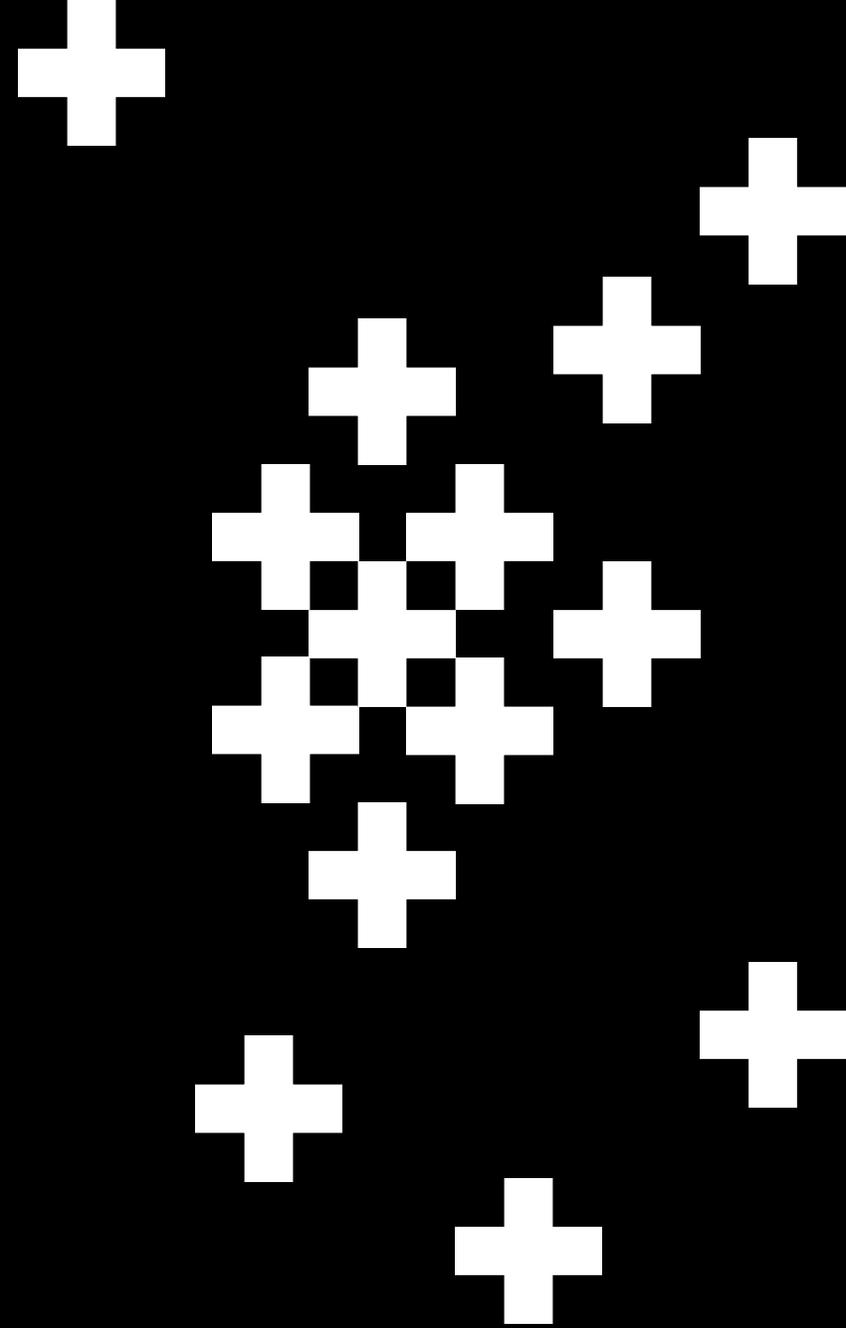
Yes and no game

**Give the computer helper..**

- Your CV that has your work history, that includes your name, address and telephone – as someone suggests maybe you should give AI helper a copy of this document so it can review and enhance it

# Bias & Reflections

Activities I used to explain and support students





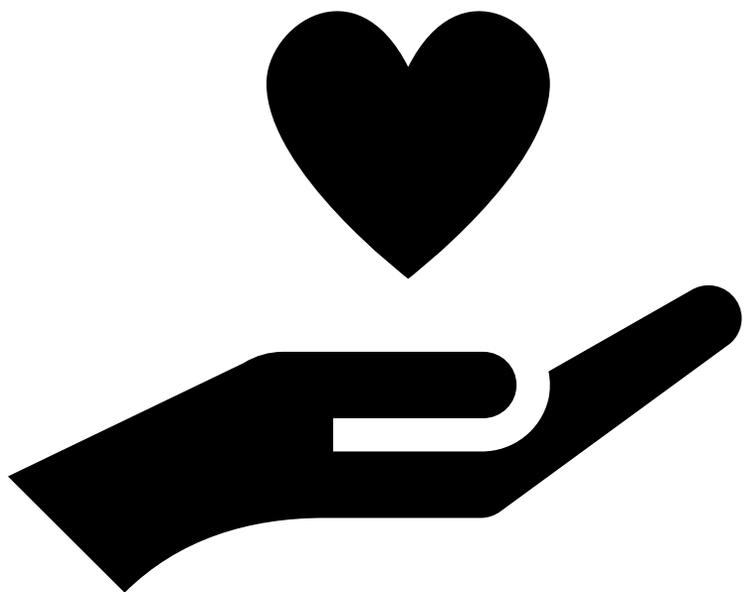
Other reasons the computer helper (AI) gets things wrong.

Both these people are keeping fit, but are doing this differently

# Ask the computer helper/ AI to create

- Make me an image of a teacher
- → it may give mostly white, male/female, western looking teachers.





## Important to remember

- The computer helper/ AI doesn't mean to be unfair — it just hasn't learned enough about everyone yet.
- That's why we need to **think critically, ask questions**, and make sure we include and represent all people in our digital world.

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# **Final Activity**

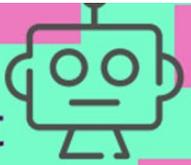
Making their own guidance

# Making their own guidance



Name \_\_\_\_\_

## Build Your Own AI Guidance Sheet



AI helps me when....

**Think about:** When is AI a good helper? What can AI explain to me?

I stay safe when using AI by...

**Think about:** What should I keep private? What should I not share?

# Co-Design & Outcomes

## Students

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Reviewed institutional guidance

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Identified barriers

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Created 1-page AI guidance

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Designed supporting visuals

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Contributed to short vide

## Outcome

- Simplified, multimodal guidance.
- So, not simplifying for them — simplifying with them

# Reflections

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Policy & literacy

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Accessibility - remove barriers, not complexity

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Students are already using AI

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Ethical literacy can start at Level 2

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Inclusive AI strategy begins with learner voice.

# Next Steps

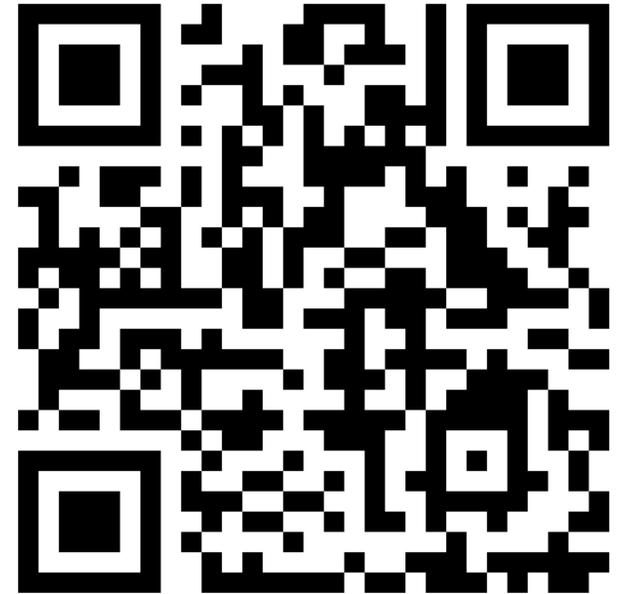
- Revisit Level 2 cohort this year
- Embed 1-page guidance in induction
- Continue structured AI induction sessions
- Scale multimodal model
- Potential formal action research

# Thank you

## Connect

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- Poster



# Generative AI Tool Used to Support Session Development

- **a. Tool name and version:**  
ChatGPT (GPT-5 model)
- **b. Company:**  
OpenAI
- **c. URL:**  
<https://chat.openai.com>
- **d. How the tool was used:**  
Used to support session planning, structure refinement, slide simplification, wording clarity, audience engagement ideas, and drafting of speaker notes. No AI-generated text has been directly quoted or paraphrased as research evidence.
- **e. Prompt authorship:**  
All prompts were written by Fiona McConnell (Digital Learning Leader, UHI Inverness).
- **f. Date(s) used:**  
25 February 2026
- **g. How AI supported this work:**  
The tool acted as a thinking partner to refine structure, enhance clarity, challenge assumptions, and support inclusive language. All content was reviewed, adapted, and contextualised by the presenter.