Responsible use of AI

LT Conference, June 2026

Joanne Reid | Richard Wilkinson | Rowena Simmons | Andrew Robinson

UNIVERSITY of WORCESTER
Worcester Business School
Promoting Ethical and Sustainable Business

Today's Presentation

External context and rationale

Introduction to the module

Expected outcomes

But first... Why is this presentation worth listening to?

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External context

Post-16 education white paper

- Emerging need for upskilling, reskilling, and embedding associated skills across the curriculum and wider population (addressing developing trends and requirements) (HM Government, 2025)

Business adoption

- Still in its infancy - more job requiring AI literacy skills
- Common barriers: Gaps in skill and AI readiness - negatively impacting AI ROI and progress (Ramos, 2026; HM Government, 2026)

Education-to-work process

- The need for AI literacy, AI readiness, and AI self-efficacy (Testa, Apuzzo and Pittaway, 2026)
- Teaching to 'disciplinary standards' and discipline specific context (Bautz, 2026)

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External context: Industry & Education

Industry report

- Top two global ranking technology risks are misinformation and disinformation from AI inaccuracies, hallucinations, and bias (World Economic Forum, 2025)

OFS AI position

- Potential to boost student experience, outcomes, and graduate skills
- Recognises importance of developing AI literacy skills (increasing priority for employers)
- Clear guidance about 'acceptable AI' is paramount (Fleming, 2025)

HEPI report

- AI skills increasingly essential, yet support is lagging to develop skills at institutional levels. Inconsistent approaches to AI use
- Recommendations: Structured support to induct and transition students to AI and revamp curriculums to teach skills using accessible tools (Stephenson and Armstrong, 2026)

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Current student perceptions (Attewell, 2025)

Concerns

- How fast AI is progressing – keeping up-to-date and needing clarity on what AI can and cannot be used for

Misinformation

- Growing concerns related to misinformation, false information and 'deepfakes' - not being able to identify or understand them which could lead to misuse. Highlighted a need for developing stronger AI and information literacy skill

Damage to innovation and skills

- The impact of AI overreliance on skills such as creativity, communication and critical thinking, alongside future jobs

Needs

- Consistent guidance, policy, practical support, ethical support, making it subject/course specific

Employability: A top concern – impact of AI on entry-level jobs

- Devaluing their skills
- Not prepared for the evolving job market and skills needs
- Adapting quickly for competitive edge

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The need for AI literacy

Studying

- **Think critically, not passively** – Question AI outputs, recognise bias, verify accuracy
- **Use AI effectively and ethically** – Apply tools responsibly in learning and assessment
- **Prepare for future pathways** – Build skills for AI-driven study and careers

Working

- **Close the skills gap** – AI capability is now expected across many roles
- **Work smarter and more efficiently** – Enhance productivity, analysis, decision-making
- **Stay adaptable** – Continuously upskill as roles evolve with AI

Personal Life

- **Make informed decisions** – Understand AI in feeds, recommendations, and information
- **Recognise risks** – Identify bias, misinformation, and unreliable outputs
- **Use technology responsibly** – Protect privacy and act ethically with AI

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Problem identification

- AIT cases
- Confusion of students… what can I use AI for?
- Need for AI skills in the workplace
- WBS Desire to teach work-ready skills
- Industrial Advisory Groups' urging us to upskill and the desire for Industry to be able to gain these skills in their new workforce
- Lack of digital literacy

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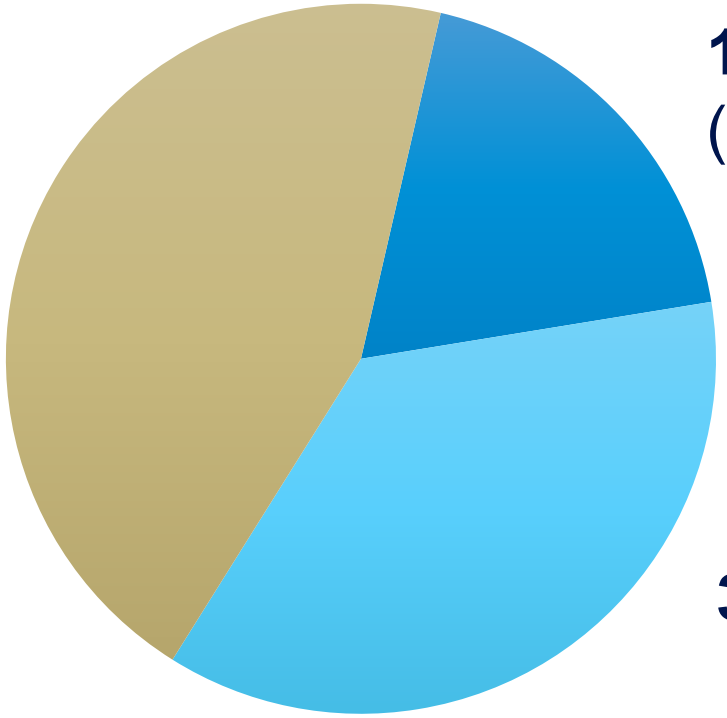
WBS Academic Integrity Cases

85 penalties (2025-26 YTD)

38 for AI use



16 for fake referencing
(likely to include AI hallucinations)

31 for all other categories

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WBS Academic Integrity Expulsions

6 expulsions (2025-26 YTD)

4 for AI use

2 for all other categories

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The idea

Working together (Business and Computing) for the first across school module

- Students on all courses at WBS will take this module in L4

Providing opportunities for students to learn how to navigate AI responsibly and ethically as a tool to ‘aid’ rather than take over comprehension

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BMGT1400 Responsible AI

15-credits, Level 4, S1

Starting September 2026

Artefact (2,500-words) and

Demonstration (5 mins)

Requirements:

Design, Build, Test

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Module content

1. **Academic and Information Literacy**

   Developing students' ability to search for information, evaluate sources, reference correctly, cite evidence appropriately, and apply critical thinking skills when analysing and using information

2. **AI Literacy and Responsible Use**

   Building an understanding of AI technologies, including what AI is, emerging developments, appropriate use cases, ethical considerations, model limitations, and how AI outputs can be grounded

3. **Practical AI and Technology Skills**

   Enhancing technology fluency through effective AI interaction, including prompt engineering, and strategies for obtaining high-quality results, alongside applying design-build-test approaches to project development

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Expected outcomes

- Outline WBS's approach to artificial intelligence
- Decline in AIT cases from unethical use of AI
- Equip students with the skills to use AI in their academic work and professional careers
- Develop students' ability to critically assess AI-generated outputs
- Uptake of the module by other Schools

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Any Questions

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