Guidelines for the Ethical Use of GenAI for HE and TVET Students in Bangladesh

Purpose and Scope

- Support HE and TVET students in using GenAI (e.g., ChatGPT, image and code generators) **ethically, safely and productively** in learning, assessment and research.
- **Apply to:**
  - All students (public, private, NGO institutions)
  - All academic and TVET programmes (diploma, bachelor, master)
  - All GenAI tools used for coursework, projects, research, skills training and student support.

Core Principles (adapted from UNESCO)

- **Human-centred use of AI**
  - GenAI must augment, not replace, human thinking, judgment and creativity, especially in core learning processes.
- **Inclusion, equity and linguistic/cultural diversity**
  - Design use of GenAI that reduces, not widens, gaps between urban–rural, male–female, rich–poor, Bangla–English medium students and learners with disabilities.
- **Protection of human agency and academic integrity**
  - Students remain responsible authors of their work; GenAI support must be openly acknowledged and limited to permitted tasks.

Core Principles (adapted from UNESCO)

- **Data privacy and security**
  - Student data and institutional information must not be shared with GenAI systems that lack clear privacy protections and legal compliance.
- **Transparency and accountability**
  - Students, teachers, and institutions disclose when GenAI is used and accept responsibility for checking accuracy, bias, and harm.
- **Respect for law, ethics and copyright**
  - Use of GenAI must follow Bangladeshi law, institutional regulations and international norms on copyright, plagiarism and protection from hate speech and discrimination.

Curriculum Alignment for the Bangladeshi Context

Alignment with National Priorities

Link to national policy and SDG4

- Map GenAI-related outcomes to:
  - National Education Policy & Digital Bangladesh / Smart Bangladesh vision
  - National Skills Development Policy and sector skills council standards
  - SDG 4.4 (skills for decent work) and 4.7 (global citizenship, sustainable development).

Sector-relevant integration (TVET + HE)

- HE: embed GenAI ethics and practice in computing, business, health, law, social sciences, engineering, etc.
- TVET: show GenAI's role in automation, maintenance, design, hospitality, garments, agriculture, etc.; include *practical safety and labour-market impacts* in each trade.

Local language and culture

- Require **Bangla-first** examples and prompts; encourage bilingual (Bangla–English) GenAI use so that English is not a gatekeeper.
- Use examples that respect local culture, religion and social norms; explicitly discuss how GenAI outputs may reflect **Global North bias** and marginalize Bangladeshi perspectives.

GenAI Learning Outcomes (what every student should know)

1

Conceptual understanding

- Explain in simple terms how GenAI models are trained and why they can be biased, inaccurate ("hallucinate"), or incomplete.
- Describe limitations: no real-world understanding, black-box decision-making, reinforcement of dominant viewpoints

2

Ethical and legal literacy

- Identify unacceptable uses: fully AI-written assignments, fake data, deepfakes, harassment, copyright violation, breaching patient/client confidentiality, etc.
- Explain key rights and duties around data privacy, consent and intellectual property.

Societal and labour-market awareness

- Analyse how GenAI may change jobs in their sector in Bangladesh; identify new roles and skills needed (e.g., AI-assisted CAD in garments, AI for SME marketing, AI in diagnostics for health workers).

5

Responsible use skills

- Craft prompts that are **clear, safe and non-discriminatory**; use GenAI to brainstorm, clarify concepts, practise language, draft code, and plan projects, *not* to bypass learning.
- Evaluate GenAI outputs for accuracy, bias, missing local relevance; cross-check with trusted sources.

3

Academic integrity & self-regulation

- Correctly cite and acknowledge GenAI assistance according to institutional policy.
- Distinguish between acceptable collaboration (idea generation, language polishing) and plagiarism/contract cheating.

4

Curriculum Design Guidelines

Models of integration

- **Standalone introductory course** on “AI & Society / Ethical GenAI Use” for all first-year HE and TVET students.
- **Embedded modules** inside discipline courses (e.g., “GenAI for lesson planning” in teacher education; “GenAI for safety documentation” in engineering; “GenAI in hospitality customer service” in tourism).
- **Capstone or project components** requiring students to design and justify responsible GenAI use in a real Bangladeshi problem or workplace scenario.

Curriculum Design Guidelines

Pedagogical approaches

- Use **problem-based and project-based learning** where GenAI is a tool, not the answer: students must collect local data, validate AI outputs, and produce context-aware solutions.
- Introduce **Socratic use**: students challenge GenAI answers, identify errors and biases, and propose improved prompts.
- Incorporate **peer discussion & reflection** on ethical dilemmas relevant to Bangladesh (e.g., AI and job loss for workers, misinformation in social media platforms, religious sensitivity).

Curriculum Design Guidelines

Assessment alignment

- Increase **oral, practical, and in-class assessments**; use supervised labs where GenAI can be used in a controlled way.
- Design tasks that require:
  - local data collection (e.g., interviews, fieldwork)
  - process documentation (prompt logs, reflection journals)
  - personal application (e.g., “relate to your own family business or community”).
- Clearly mark which assessments **allow, restrict or ban** GenAI, and what level of disclosure is required.

Quality Assurance (QA) Frameworks

Institutional Governance and Policy

GenAI policy statement

- Each HEI/TVET institution adopts a short policy that:
  - states permitted and prohibited uses of GenAI
  - specifies minimum age and supervision conditions
  - clarifies responsibilities of students, teachers and administrators.

AI Ethics Committee / Working Group

- Multidisciplinary body (ICT, pedagogy, ethics, legal, student reps, QA office) to:
  - vet institutional use cases
  - maintain an approved tools list
  - handle incident reports (misuse, privacy breaches, bias cases).

Data protection

- Prohibit uploading identifiable student, patient, client, or confidential institutional data into external GenAI tools without legal review and written consent.
- Prefer privacy-preserving or locally hosted solutions when possible.

Programme and Course-Level QA

Tool validation before adoption

- For any GenAI integrated into teaching or assessment:
  - check data sources, bias mitigation, and privacy conditions
  - pilot with small groups and review for harmful or inaccurate outputs
  - document the risk level and mitigation measures.

Alignment review

- During programme approval / periodic review, QA units confirm that:
  - GenAI outcomes are mapped to course learning outcomes and national standards
  - assessments are redesigned to preserve academic integrity in a GenAI world
  - support for struggling or disadvantaged learners is built in (e.g., extra digital literacy support for rural students).

Assessment integrity mechanisms

- Use a blend of:
  - in-person exams and vivas
  - assignments requiring drafts, notes and process evidence
  - random short oral checks on submitted work.
- GenAI-detector software may be used cautiously, with **human review** and no automatic penalties.

Teacher and Staff Capacity (QA for delivery)

Mandatory orientation

- All teaching staff receive basic training on:
  - how GenAI works and its limitations
  - ethical and pedagogical uses
  - detecting and responding to misuse.

Ongoing professional development

- Discipline-specific workshops (e.g., “GenAI in nursing documentation”, “GenAI for lesson planning in Bangla medium colleges”).
- Communities of practice to share local examples and refine guidelines.

Support materials

- Provide sample syllabus statements, assignment instructions, marking rubrics and student handouts describing acceptable/ethical GenAI use.

Student Support, Safeguarding and Equity

Student induction modules

- Short compulsory module for new HE/TVET students on:
  - ethical GenAI use
  - privacy & online safety
  - what counts as misconduct and the sanctions.

Digital divide mitigation

- Campus-based access points (labs, library computers) with approved GenAI tools so that students without personal devices or paid access are not disadvantaged.
- Low-tech alternatives for assignments when connectivity is weak (rural TVET centres).

Safeguarding from harmful content

- Clear reporting channels if GenAI tools produce discriminatory, sexually explicit or otherwise harmful content.
- Counselling and support if students are targeted using deepfakes or AI-generated harassment.

Monitoring, Indicators and Continuous Improvement

Recommended QA indicators:

- % of programmes with **explicit GenAI learning outcomes** and assessment policies.
- % of teachers trained on GenAI ethics and pedagogy.
- Number and nature of **academic misconduct** cases involving GenAI, and their trend over time.

Student survey results on:

- understanding of ethical GenAI use
- perceived fairness of policies
- impact on learning.

Regular review (e.g., every 2 years) by national QA bodies (UGC, BTEB, accreditation councils) incorporating:

- technology changes
- labour-market feedback
- evidence from local pilots and research.

Thank you

Dr. Md Saef Ullah Miah
Associate Professor, CS, AIUB
Additional Director, AIUB-IQAC
saef@aiub.edu