



Case Study 22: University of Greenwich

Greenwich Business School Meets AI: A Faculty Based Continued Professional Development (CPD) Series on Generative AI in Business Education

What issue were we trying to address and why?

As Generative AI tools quickly entered mainstream use since November 2022, academic staff at the University of Greenwich faced increasing pressure to understand, evaluate, and meaningfully integrate these tools into their teaching. While some experimentation was already taking place, many colleagues expressed uncertainty about where to begin, concerns around ethics, equity, and academic integrity, and a lack of time or space to explore Generative AI relevant to their disciplines.

In response, the Greenwich Business School (GBS) launched "GBS Meets AI", a faculty-specific Continued Professional Development (CPD) series aimed at supporting staff confidence, capability, and critical engagement with Generative AI in teaching and assessment, tailored to GBS needs. The objective was to create a supportive, exploratory space where staff could engage with both foundational and advanced aspects of Generative AI practice, grounded in pedagogical purpose and disciplinary relevance.

What we did

From February to May 2025, the faculty delivered a structured series of nine online workshops and three drop-in sessions, co-designed and facilitated by academic leads in business education and AI-enhanced learning. Sessions combined theoretical framing, practical demonstrations, and collaborative discussion.

Workshops included:

- Introduction to Generative AI – Key concepts, capabilities, risks, and a myth-busting approach to Generative AI in higher education.
- Local and Open-Source AI Tools – Exploration of privacy-focused, non-commercial Generative AI tools relevant to higher education.
- Basic & Advanced Prompting – Two skills-based workshops to help staff craft effective prompts for teaching, feedback, and assessment tasks.
- Tried & Tested Generative AI Uses – Student-facing use cases in the classroom and beyond.
- Teaching Statistics with Generative AI - Discipline-specific focus on integrating Generative AI into the teaching of quantitative methods.
- Generative AI for Inclusive Teaching - Panel discussion addressing AI bias, accessibility, and cultural awareness in AI-enhanced practice.
- Designing AI-Aware Assessments - Two sessions focused on the AI Assessment Scale (AIAS) and PAIR Framework, tailored for GBS contexts.

Drop-in sessions were held monthly to provide informal support and community-building.

Who was involved

- Lead Organisers: Faculty Technology-Enhanced Tutor, Associate Professor of Technology-Enhanced Learning.
- Contributors: Faculty Technology-Enhanced Tutor, Associate Professor of Technology-Enhanced Learning, panelists (university student-wellbeing lead, faculty inclusivity lead).
- Participants: Academic staff across GBS, including those teaching in management, economics, accounting, marketing, and analytics.
- Faculty Support: Associate Dean - Student Success.

Measures of success

- **Attendance and engagement:** Sessions were well-attended, with high levels of participation in Q&A and follow-up discussions.
- **Staff feedback:** Informal feedback and follow-up drop-ins showed increased staff confidence in using Generative AI tools, especially in prompting, assessment design, classroom applications, and overall AI literacy.
- **Resource use:** Session materials, examples, and prompt templates were widely accessed and reused by participants.
- **Assessment adaptation:** Several colleagues reported reworking module assessments to include Generative AI-aware elements.
- **Sustained interest:** Monthly drop-ins saw returning participants, indicating the value of the CPD as an evolving conversation.

How do you plan to develop the intervention/activity?

The GBS Meets AI series will inform ongoing CPD planning in the faculty, including:

- Embedding AI CPD in annual faculty development calendars.
- Offering student-facing and focused Generative AI training.
- Aligning with university-wide guidance/policy and institutional AI-focused CPD activity to avoid duplication and encourage coherence.
- Extending sessions to include student voice.