Artificial Intelligence Policy

Policy Author: Head of Quality Improvement	Date of Approval: October 2025
Approved By: SLT Policy Committee	Reviewed: Annually

OUR VISION

To be an exceptional college

OUR MISSION

Empowering futures, transforming lives

OUR CULTURE AND VALUES

Barking & Dagenham College is a unique, diverse and *inclusive* environment in which everyone is supported to grow, develop and really flourish.

We treat each student as an individual because we know that everyone is different. Every individual has their own unique talents, circumstances, challenges and aspirations. Every student brings something special and it is this diversity and richness of ideas that makes College life interesting, fun and vibrant. Our culture is such that all students, staff and visitors should feel welcome, *safe* and valued. Guided by our *principles* of honesty, integrity and transparency, we treat each other respectfully and seek to establish trust. By building *resilience* and confidence, we encourage students and staff to rise above challenges with determination and a positive mindset.

Whilst we are rightly proud of our unique internal culture, Barking & Dagenham College is an outward facing organisation that recognises the critical importance of working through *networks and collaboration* to lead change and influence local agendas. By partnering with industry-leading employers and embracing *innovation*, digital technologies and new ways of thinking, we strive to push the boundaries of learning and ensure that our students are ahead of the curve. Our many stakeholder partnerships mean that we have established our place at the heart of our community and as a key partner in the regeneration of the London Borough of Barking and Dagenham.

At Barking & Dagenham College, we are dedicated to inspiring students and staff to embrace challenges and pursue their dreams with confidence. Most of all, we are ambitious and we expect *excellence* – from ourselves and from our students.

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Artificial Intelligence Policy

1   Purpose

The purpose of this policy is to provide clear guidance on the ethical, safe, and responsible use of Artificial Intelligence (AI) within the College. It aims to ensure that learners and staff understand both the opportunities and risks presented by AI, particularly in relation to teaching, learning, and assessment. This policy sets out expectations for transparent use of AI, including accurate referencing, data protection, and compliance with awarding body requirements, while protecting the integrity of qualifications. It also establishes procedures to prevent and address misuse of AI, ensuring that all assessments reflect the genuine skills, knowledge, and independent work of learners.

2   Definition & Scope

2.1   Artificial Intelligence (AI): this is technology that enables a computer to think or act in a more 'human' way. It does this by taking in data, and deciding its response based on algorithms.

2.2   In this policy, *generative* AI is being referred to. The Department for Education (2023) defines it as: "Technology that can be used to create new content based on large volumes of data that models have been trained on. This can include audio, code, images, text, simulations, and videos."

2.3   AI literacy: this refers to the knowledge and skills needed to understand, interact with, and critically evaluate Artificial Intelligence (AI) systems. It involves being able to comprehend how AI technologies work, their potential impacts on society, and how to use them responsibly. Just as digital literacy encompasses the ability to use digital tools effectively, AI literacy enables individuals to engage with AI systems in a way that is informed, ethical, and reflective of their potential benefits and risks.

2.4   This policy draws upon advice from HM Government, Department of Education (DfE), Joint Council for Qualifications (JCQ), Advance HE, and from academics based in UK and international higher education providers.

2.5   This policy applies to the use of AI by all employees and learners at the College.

3   Principles

3.1   The following underlying principles have guided the procedures within this policy:

- AI poses opportunities and challenges for the education sector. The College will make the best use of opportunities, build trust, and mitigate challenges to protect integrity, safety and security.

3.2 . AI tools can make tasks quicker and easier. They generate routine information that would take a human much longer. AI meets the parameters set for it by users, therefore users need to be skilled in asking effective questions.

3.3 Using AI tools can improve comprehension and retention of key concepts, reduce frustration and motivate and engage the users (Chen, Chen and Lin 2020 and DfE 2023).

3.4 Having access to AI is not a substitute for having knowledge because humans cannot make the most of AI without knowledge to draw upon. We learn how to write good prompts for AI tools by writing clearly and understanding the subject; we sense check the results if we have a schema against which to compare them (University of Exeter 2023). AI is not a replacement for effective teaching, learning or professional development activities.

3.5 Information generated by AI is not always accurate or appropriate, so users need skills to verify, analyse, evaluate and adapt material produced by AI tools.

3.6 AI tends to be developed by a specific demographic; therefore, it could perpetuate a one-dimensional view. Cultural differences and a range of voices may not be generated by AI tools. Users need to be aware of diversity and the potential for bias in AI output.

3.7 Personal and sensitive data entered into AI tools might be shared with unknown parties, posing a security risk and potential data breach.

4   Examples of AI Misuse and Academic Misconduct

Examples could include:

- Submitting wholly or partially AI-generated work without proper referencing.
- Using AI to complete assessments intended to demonstrate personal skills, such as reflective practice or problem-solving.
- Entering confidential exam content into AI systems to seek solutions.
- Using AI tools during closed-book exams or controlled assessments.
- Relying on AI to fabricate references or data, such as in research projects or lab reports.
- Using AI to impersonate others, e.g., generating emails or messages posing as tutors or staff.

Any of the above actions will be treated as academic misconduct under the College's Malpractice and Maladministration Policy and may result in sanctions from a warning and resubmission up to and including removal from a course or withdrawal of a qualification. It may also need to be reported to the relevant awarding body who may apply their own sanctions.

Consequences of AI Misuse and Academic Misconduct

Level of Misuse	Examples	Consequences
Minor	AI-generated text used but not correctly referenced	Feedback to learner, mandatory resubmission, and AI use guidance provided
Moderate	Over-reliance on AI resulting in lack of independent analysis or failure to meet marking criteria	Formal warning, recorded misconduct, and assessment resubmission with reduced marks possible
Severe	Majority AI-generated submission presented as own work, breach of exam conditions, or use of AI to fabricate data/references	Report to awarding body, recorded academic misconduct, potential course withdrawal or loss of qualification

Where severe misuse is identified, the **Programme Leader, Lead IQA, and Head of Quality Improvement** will be informed, and appropriate awarding body procedures will be followed.

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It is important to be aware that even 'Minor' AI use in an assessment that is externally marked, for example, T-level assessments, could lead to zero marks being awarded, and/or a sanction with no opportunity to resit or resubmit.

5   Roles Responsibilities & Procedures

5.1   Learners

5.1.1   Learners **may not use** AI tools in any way that undermines the integrity of assessment or is in breach of the awarding body guidelines. This includes but is not limited to the examples in Section 3 above.

5.1.2   Learners may use AI to support their studies, provided text generated is:

- Checked for validity, accuracy, reliability and relevance.

- Free from bias or prejudice and used with integrity.

- Critically evaluated, like any other information source.

- Referenced correctly in-text and in final references. See Appendix 1 for guidance on citations and referencing.

5.1.3   If AI is used and not referenced, it will be treated as cheating under the College's Plagiarism Policy. It is the learner's responsibility to ensure AI is correctly referenced and that the information gained from AI tools is accurate and used appropriately in the work submitted.

5.1.4   If there is an over-reliance on AI, without critical analysis or evaluation, the student will not be considered to have "independently met the marking criteria and therefore will not be rewarded." JCQ (2023). It is the learner's responsibility to ensure the evidence submitted for assessment demonstrates that they have met the criteria independently of their use of AI.

5.2   Teachers/Tutors

5.2.1   Teaching AI Literacy
Teachers/Tutors must teach learners critical AI literacy, so they have the skills to use it responsibly, ethically and appropriately. This supports learners in preparing for workplaces which are constantly changing. Learners must be able to use emerging technologies by understanding:
- Benefits and limitations
- Reliability and validity
- Potential bias
- Organisation and ranking of information on the internet
- Online safety to protect against harmful or misleading content

5.2.2   **Promoting Responsible AI Use**
Tutors must model and encourage transparent, ethical use of AI in teaching, learning, and assessment by:
- Explaining the AI policy during induction and throughout the programme.
- Explaining that any AI use must be in line with the relevant awarding body guidelines and this will be communicated clearly prior to any assessment.
- Ensuring learners understand and sign submission and declaration forms covering AI use.
- Designing assessments that integrate analytical and evaluative AI tasks.
- Encouraging learners to reflect on and critique AI outputs, e.g., by editing AI-generated responses or comparing them to human work.
- Discussing risks such as AI hallucinations, misinformation, and bias.
- Using random viva voce or professional discussions to check authenticity of work.
- Combining AI detection tools with professional judgement to identify potential misuse, and reporting and recording potential cases to the Lead IQA and Programme Leader for further investigation.

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- Writing clear assignment briefs that include analytical and evaluative use of AI in the tasks. See Appendix 2.

5.2.3   Assessment Guidelines and Prevention of Misconduct
- Tutors must follow assessment and awarding body guidance, clarifying whether and how AI can be used.
- AI may be permitted for specific processes within assessments if explicitly allowed.
- Submissions suspected of uncredited or inappropriate AI use must be addressed using the Malpractice and Maladministration Policy and Plagiarism Policy.
- If over-reliance on AI means a learner has not demonstrated the required skills, the work must be referred for resubmission, with clear feedback explaining the issue.
- AI detectors (e.g., GPTZero, GLTR) may be used, but results are not fully reliable and must be part of a holistic approach. Some indications that a submission *may* have been generated using AI can be found in Appendix 4
- Tutors should make assignment briefs resilient to academic misconduct through task design (see Appendix 3).

5.2.4   Using AI for Teaching and Feedback
- Tutors may use AI to create learning resources and feedback, but all AI-generated materials must be:
- Checked for accuracy, safety, and bias
- Aligned with the College's curriculum, recognising that AI tools may not be trained on relevant datasets
- Final quality and accuracy remain the professional responsibility of the tutor and the College
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AI can provide instant formative feedback, such as through online quizzes, but summative feedback must be personalised and reviewed by the tutor.

5.2.5   Data Protection
Personal or sensitive data must never be entered into AI tools, as this breaches GDPR and compromises learner and staff safety.

5.3   Programme Leaders

5.3.1 Programme leaders need to monitor induction activities, learning resources, plans and documents produced by Teachers/Tutors using AI, for appropriateness and accuracy. They need to ensure Teachers/Tutors are following the most recent version of the policy and are aware of their responsibilities.

5.3.2   Use of AI should be included on the agenda for regular discussion at Programme Team Meetings to support a collaborative approach to ethical use of AI.

5.3.3   If a need for Professional Development relating to AI amongst team members is identified, Programme Leaders must notify the Head of Quality Improvement and Head of Teaching, Learning & Assessment so this can be arranged.

5.3.4   Use of AI must be included in onboarding processes. Programme Leaders must also ensure their team members have undertaken mandatory GDPR training and updates.

5.3.5   Where cases of cheating by using AI are suspected, Programme Leaders should advise Teachers/Tutors in their team and ensure the Head of Quality Improvement and Lead IQA are aware of each case, supporting the resulting investigation where necessary.

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5.4 Internal Quality Assurers (IQA)

5.4.2 IQAs must be aware of all issues relating to use of AI above, so they can support high quality, ethical assessment processes and consistent practice in the College. Monitoring the appropriate use of AI in assessment is an important part of the internal verification process.

5.4.3 The Lead IQA, along with the Head of Quality Improvement, will investigate and recommend outcomes for any breaches of the Academic Misconduct Policy that involve AI.

5.4.4 Maintain records of all cases of learner misuse of AI as reported by teacher/tutor.

5.5 All Employees

5.5.2 All employees need to be vigilant with regards to cyber security, particularly as AI could increase the sophistication and credibility of attacks (DfE 2023).

5.5.3 Employees may use AI in their own work, provided:
- No private or sensitive data is entered into AI tools
- AI tools are credited and referenced correctly

5.5.4 Any employee who suspects AI has been used by learners inappropriately should report this to the Head of Quality Improvement and Lead IQA for further investigation.

6 Ethical Use of AI Tools and Data Protection Compliance (GDPR)

6.1 Personal Data Protection:

Users must not input personal, sensitive, or identifiable data into AI tools unless explicit consent is obtained and the data is required for a legitimate educational or business purpose. This is in compliance with the General Data Protection Regulation (GDPR) principles of data minimisation and purpose limitation. The College does not permit the use of data outside the EU.

6.2 Consent and Transparency:

If someone's data will be used in an AI tool, they must be:
- Clearly informed about how their data will be used, stored, and processed.
- Asked for explicit consent before their data is entered.

6.3 Data Security:

Only use AI tools that have strong security measures, such as encryption, to protect data from breaches or misuse. AI providers must meet the College's security standards.

6.4 Sensitive Data:

Do not input sensitive data (e.g., health, financial, or directly identifying information) into AI tools without explicit permission. Breaches of this rule may lead to GDPR violations and action under the Malpractice & Maladministration Policy.

6.5 Accountability:

Users entering data into AI tools act as data controllers and must comply with GDPR.
The College is ultimately accountable for safe AI use, and any suspected breach must be reported immediately to the Data Protection Officer (DPO).

6.6 Academic Integrity:

Entering exam questions, assessment briefs, or learner work into public AI tools is strictly prohibited. This breaches GDPR and academic integrity policies.

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7   Review

This policy will be periodically monitored in light of legislative, regulatory, codifiable of necessary changes, and in any event <u>formally reviewed, and revised if necessary, on an annual basis in July/August</u>.

8   References & Linked Policies

Acar, O.A. (2023) Are Your Learners Ready for AI? A 4-step framework to prepare learners for a ChatGPT world. *Harvard Business Publishing: Education*, June 15 2023. Available at https://hbsp.harvard.edu/inspiring-minds/are-your-Learners-ready-for-ai?
Chen, L, Chen P and Lin, Z. (2020) Artificial Intelligence in Education: A Review. In IEEE Access, 17 April 2020, vol 8 pp. 75264-75278. Available at https://ieeeaccess.ieee.org/featured-articles/ai_in_education_review/
DfE (2023) *Generative artificial intelligence in education*. Available at https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education
JCQ (2023) *AI Use in Assessments: Protecting the Integrity of Qualifications.* Available at https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/
University of Exeter (2023) *AI and Assessment Matrix*. Available at https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/AI%20and%20Assessment%20matrix_1693985641.pdf.
Malpractice & Maladministration Policy
Plagiarism Policy
Assessment Marking & Feedback Policy
GDPR Policy

9   Appendix 1

<u>In-Text Citations for Use of AI</u>

The in-text citation must follow these rules:
- State who used the AI tool.
- Name the AI tool and the developer.
- State what question was asked, and any additional parameters set.
- State the year the question was asked/parameters set.

Explain that the full response appears in an appendix, and state which one – ensure the appendix contains everything generated by the AI tool on this occasion.

1. Evaluate the AI response.
2. If text is taken directly from AI, quotation marks must be used. The text must be exact, including errors or use of American English.

In-text citation example 1:
When prompted by the author, ChatGPT responded to the question, 'What is a definition of academic integrity?' with the following:

"An ethical code or set of principles that governs honest and responsible behaviour." (OpenAI ChatGPT 2023)

This definition does not explain what that code is, or what those principles might be, so is of limited use.

In-text citation example 2:
The author's used a different AI tool and specified that the definition should be specific to Higher Education settings. This returned the following response:

"Academic integrity in higher education refers to the ethical and moral framework that guides the behaviour of learners, faculty, researchers, and staff within colleges and universities." (Google Bard 2023).

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This refers to frameworks, and who they apply to, but does not specify what those frameworks might contain, so requires further research to define.

The table below contains analysis of examples to show how each part of the text in the meets the citation rules.

Analysis of examples

Text	How it meets the in-text citation rules
When prompted by the author …	States who used the AI tool.
ChatGPT responded …	Names the AI tool.
'What is a definition of academic integrity?'	States what question was asked.
… specified that the definition should be specific to Higher Education settings.	States what additional parameters were set.
"An ethical code or set of principles that governs honest and responsible behaviours."	As the exact text is taken from AI, quotation marks have been used, and the text includes use of American English (e.g. 'behavior' instead of 'behaviour').
(OpenAI ChatGPT 2023)	Names the AI tool and the developer. States the year.
A copy of the full response can be found in Appendix 1.	Explains that the full response appears in an appendix, and states which one.
This definition does not explain what that code is, or what those principles might be, so is of limited use.	Begins to evaluate the AI response.
… does not specify what those frameworks might contain, so requires further research to define.	Begins to evaluate the AI response.

Final Reference List
When compiling the final reference list, AI is treated as personal communication. The following information is required for Harvard style referencing of personal communication with AI:
1. Name of AI tool and developer
2. Year (in brackets)
3. Medium of the communication
4. Receiver of the communication
5. Day and month of communication
 Final reference list example 1:
        OpenAI (2023) ChatGPT online response to (name of author), 2nd April.
Final reference list example 2:
        Google Bard (2023) Bard online response to (name of author), 3rd April.

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Appendix 2

Examples of how to include AI in assignment briefs.

Example of a task	Adapted task to include planned student use of AI
Business: Examine the methods organisations use to monitor employee performance.	Organisations use a range of methods to monitor employee performance. Compare and contrast the methods used by an organisation of your choice to those generated by Artificial Intelligence (AI). • Is anything missing from the AI response and why do you think this might be? • What are the benefits and limitations of using AI to assist Human Resources practitioners in writing policies and procedures?
Health and Social Care: Produce a care plan for the service user in case study 1, giving justifications.	Use an AI tool of your choice to generate a care plan for the service user in case study 1. State the name of the tool, the question prompts used and any additional questions or parameters set. Evaluate the output: • How accurate is the plan produced by AI? • Has AI missed any key points? • As a human, would you have produced something similar, better or worse? Why? Evaluate the process: • What benefits and limitations does using AI have for planning care?
Teacher Training: Write a Scheme of Work for a unit you are about to teach in your placement.	Use AI to produce a Scheme of Learning(SoL) for a unit you are about to teach in your placement. State the name of the tool, the question prompts used and any additional questions or parameters set. Remember, you must *not* enter student data into the AI tool as it would be a breach of GDPR. Evaluate the AI response: • Could you teach the AI-generated SoL without making any adaptations? Justify your answer. • How could you improve the SoL generated by AI? Justify your suggestions for improvement. • What are the benefits and limitations of using AI for planning teaching and learning?

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Appendix 3

AI-related assessment issues and solutions

Assessment Method	How is it susceptible to AI-related misconduct?	Ways to make assessment more resilient.
Essay	• AI-generated text could be copied/pasted and presented as the learner's own work. • Misconduct is more likely when tasks are broad or generalised.	• Use centre-devised briefs which are topical, current and specific, or require the creation of original content. • Apply knowledge to real-world problems. • Include personal reflections on learning in the brief. • Ask for commentary or annotation on drafts. • Ask for specific reading lists, resources and papers to be used which are not freely available outside the College. • Include a requirement for some original research in the brief.
Presentation	• Could use AI to generate a script • AI-generated voice or hologram could deliver a virtual presentation	• Include interactive elements as part of the presentation, e.g. questions, demonstrations, discussions. • Learners include a personal reflection on the task. • Group presentation.
Online exam	• Could generate text and copy/paste. • More likely to occur if questions are based on information recall, summaries of concepts, essays or opinion questions.	• Exam questions must test critical thinking, reflection, and analysis. • Ask for personal examples in exam responses. • Use scenario-based questions. • Ask problem-solving questions. • Ask for specific learning activities from the unit to be referred to in the answer. • Ensure that access to online AI tools is restricted on centre devices used for exams and where necessary according to specific assessment guidelines.
Reflective Logs	• Learners could copy and paste AI-generated text into their logs.	• Include a peer review session as part of formative assessment, which Learners must respond to in their log. • Get Learners to write about personal work experience in their log. • Include a section in the log on how learning might be applied to different contexts.
Reports based on Practical Work	• Learners could copy and paste AI - generated text or data into reports. • More likely when generic report formats are used, the emphasis is on data collection and analysis, there is limited observation of practical work.	• Supervised practical work can help ensure the authenticity of data collected. • Assign unique or tailored practical work to each student. • Require detailed discussion of methodology used, the process, and results collected. • Use group work and collaboration during practical work. • Use peer review and assessment when writing reports.

		• Include a presentation or professional discussion as well as a report.
Portfolio of Evidence	• Learners could copy and paste AI-generated text, images and designs into portfolios.	• Focus on real-world problem-solving in assignments. • Use creative tasks that draw upon personal experiences. • Include commentary, annotation and documenting processes, alongside justification for the approach taken. • Include self-assessment, reflection tasks and peer review. • Examine intermediate stages in the production of work to ensure that it is underway in a planned and timely manner and that work submitted represents a natural continuation of earlier stages. • Encourage portfolios that include a range of assessment methods and evidence types.

Appendix 4

Some indications that a submission *may* have been generated using AI:

- use of American spelling, currency, terms and other localisations
- use of language or vocabulary which might not be appropriate to the qualification level
- lack of direct quotations and/or references where these are required/expected
- lack of graphs/data tables/visual aids where these would normally be expected
- references which cannot be found or verified
- lack of reference to events occurring after a certain date
- incorrect/inconsistent use of first-person and third-person perspective
- difference in the language style used when compared to that used by a learner in the classroom or in other previously submitted work
- submission of learner work in a typed format, where their normal way of working is handwritten
- inclusion by learners of warnings or provisos produced by AI to highlight the limits of its ability, or the hypothetical nature of its output
- use of a conclusion or statement that does not logically follow from what was previously said
- lack of specific local or topical knowledge
- content of a generic nature rather than relating to the learner themself, the task or scenario

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10 Amendments

Complete table below showing any amendments made from the previous policy
Delete this table if you are submitting a new or policy or is not required

Amendments to Existing Policy

Amendments Made	Page Number	Line / Section number	Made by	Date
Added Purpose			*Alison Bartrip*	*18/09/2025*
Added in new Section 4 – Example of Misuse of AI			*Alison Bartrip*	*18/09/2025*
Section 4 – Roles & Responsibilities – Added point 1 for learners. Added points 2-6 in teacher/tutor section. Added point 3 under IQA roles – Keep records misuse			*Alison Bartrip*	*18/09/2025*
Made Ethical use a new section. Changed wording to 'must not' in 6.1 and added 6.7			*Alison Bartrip*	*18/09/2025*
Added GDPR policy in linked policies			*Alison Bartrip*	*18/09/2025*
Took some content out of main body and added as appendices 1-4. This helps flow.			*Alison Bartrip*	*18/09/2025*

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