

Artificial Intelligence (AI) Policy

Policy Review

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Signature: 
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Introduction

Artificial Intelligence (**AI**) refers to the simulation of human intelligence in machines that are programmed to think, learn, and perform tasks autonomously. Examples of AI tools include educational platforms like Coursera, Grammarly for writing assistance, Microsoft Copilot for productivity support, ChatGPT and Gemini for conversational learning.

Scope of the Policy

Staff: This policy applies to all staff members employed by **TradeTechs Northern Ltd**, including teaching, administrative, and support staff. It encompasses the use of AI tools in lesson planning, administrative work, communication, and professional development. Employees are encouraged to leverage AI responsibly to enhance efficiency while maintaining ethical standards.

For Learners: This policy is applicable to all enrolled learners at **TradeTechs Northern Ltd**, irrespective of the courses they undertake. Learners are encouraged to use AI tools to assist with study tasks, research, and skill-building, provided they adhere to the ethical and responsible use guidelines to avoid misuse such as plagiarism or uncritical reliance on AI.

Ethical and Responsible Use of AI Principles

1. **Transparency:** AI tools must be used transparently, with clear communication about their role in tasks or processes.
2. **Integrity:** Users must ensure that AI usage aligns with academic and workplace integrity, avoiding plagiarism or other forms of dishonesty.
3. **Fairness:** AI tools should not discriminate or perpetuate bias.
4. **Accountability:** Staff and learners must take responsibility for decisions informed by AI outputs and ensure human oversight.

5. **Privacy:** AI tools must be used in accordance with data protection laws, including GDPR, safeguarding the privacy of users.

Definitions of AI

The terminology surrounding Generative AI can often seem complex or unclear. Below, are some of the common terms used to describe AI along with their meanings, providing straightforward definitions to help you understand the context of these guidelines.

1. **Generative AI** is a type of artificial intelligence designed to produce new content, such as text, code, images, videos, or music (known as the output). It works by using machine learning algorithms to process and learn from large amounts of data. Examples of Generative AI systems include ChatGPT, Bing AI, Google Bard, Jasper, and Synthesia.
2. **Closed Generative AI** refers to an AI tool bought by a company. This platform is secured to ensure sensitive data stays protected and isn't accessible to unauthorised individuals.
3. **Open Generative AI** refers to publicly available AI tools, often free or low-cost, like ChatGPT. Any prompts or data entered in these tools might be used by the platform and could become accessible to others.

Guidelines for the Use of AI by Staff and Learners

Staff:

- Use AI to enhance productivity, such as automating repetitive tasks or generating lesson materials, but ensure accuracy by reviewing AI outputs.
- AI tools should complement, not replace, human judgment in teaching and administrative work.
- Avoid overreliance on AI; human interaction and creativity remain crucial in education.

Learners:

- Use AI tools for brainstorming, research assistance, and skill development, but always cross-check the information provided by AI.
- Do not use AI to complete assignments dishonestly. Any use of AI in work submissions must be declared and cited appropriately.
- Use AI responsibly, ensuring it aids in learning rather than undermining it.

Activities generating probable 'risk' using Open AI

The use of **Open Generative AI** in support of activities is divided into the following three categories: **Prohibited, High-Risk, Low Risk**. However, these are not solely limited to the below categories.

- **Prohibited**
 - Users must avoid inputting sensitive Personal Data into Generative AI tools. This includes details such as National Insurance numbers, medical records, or

financial information. To clarify, Personal Data refers to any information that can identify an individual.

- Users must not share confidential company information in Generative AI tools. This includes meeting notes, proprietary details, financial data, images (**Deep faking**), audio, video, and other non-public information. It also covers sensitive or proprietary data related to employers, customers, suppliers, or employees.
 - HR information must not be entered into Generative AI. E.g. hiring (including job posting), promotion, discipline or termination of employees' contracts.
 - The drafting of legal documents (including contracts), compliance reports or other legal or regulatory activities with potential legal implications.
 - AI tools should not be used to directly formulate answers to assessment questions/ assignments. **E.g. Copy and paste entirely from an AI site without proper acknowledgement. (Reference/ Citation)**
 - AI should never be used to formulate documents for assessment (E.g. References, Risk Assessment, Company witness testimonies. Etc.)
- **High Risk**
 - The use of Generative AI must comply with all privacy, data protection and company IT and Communications Systems policies.
 - The use of Generative AI must not result in bias and/ or discrimination against any learner, employee and/ or other individual.
 - The use of Generative AI must not result in plagiarism. For further, guidance please refer to the Staff and/ or Learner Guidance. **(See bullet point 5 above)**
 - **Low Risk**
 - Generative AI can be used for personal purposes if it doesn't involve any restricted activities or risks as stated in the Prohibited and High-Risk sections.
 - The activities and types of inputs for Personal Use are left to the individual's personal judgment.

Training and Awareness

Staff:

We are dedicated to helping both new and current employees learn how to use AI effectively in education. Regular training and workshops will be provided to explain responsible use, ethical concerns, and practical ways AI can improve teaching, learning, and administrative tasks. For new employees, AI training will be part of onboarding to ensure they start with the right skills. Existing staff will have ongoing opportunities to stay informed about AI developments and applications. These efforts aim to build confidence, innovation, and ethical AI practices to support high-quality education.

Learners:

We want to help learners use AI responsibly and effectively. Workshops and resources will explain ethical use and practical ways AI can support learning. New learners will get guidance during their induction, while current learners will have ongoing support to stay

updated on AI advancements. Our goal is to build confidence, innovation, and ethical AI use to improve education.

Users must apply the same security measures we apply to all our IT applications and always comply with our IT and Communications Systems. This includes using strong passwords, updating applications as required and not installing software from external sources without authorisation from the Chief Information Officer.

Monitoring and Review

This policy will be reviewed annually or as needed to ensure it remains relevant and compliant with legal and technological advancements. Monitoring of AI usage will be conducted through regular feedback and audits of staff and learner activities to ensure adherence.

Related Policies

- Data Protection Policy (GDPR)
- Safeguarding Policy
- Equality and Diversity Policy

Related Procedures and Guidance (Below)

- Staff
- Learner

Learner Guidance upon the correct use of Artificial Intelligence (AI)

Key Messages

- ***AI is not 'banned' at TradeTechs Northern Ltd.***
- ***The expectation is AI is used as productive tool to research/ draft ideas.***
- ***Never directly copy from an AI tool.***
- ***Reference the use of AI in your answers.***
- ***Refer to the TradeTechs AI policy/ or check the correct use with your assessor/ tutor.***

Tips on the appropriate use of AI at TradeTechs Northern

1. Familiarise yourself with the TradeTechs Policy/ Procedure on using AI.
2. Start to develop an understanding of the different AI tools available (ChatGPT, MS Copilot, Grammarly, Gemini, amongst others)
3. Never 'cut and paste' material directly from an AI tool into your work without proper acknowledgement. Example: *I acknowledge the use of ChatGPT (link) to formulate my answer and generate content for my answer.*
4. Be honest that AI has formulated answers and informed your learning.
5. Speak to tutors/ assessors about the best AI tools to use to help with your teaching and learning.
6. Speak to your fellow learners about their experience and use of AI. Which they feel supports them and why?
7. Follow the rules set by the organisation/ tutors/ assessors on the appropriate use of AI generated content used within your answer.
 - i. Above 90% - Unacceptable/ Plagiarism (No reference/ no acknowledgment)
 - ii. Over 65% - Bad Practice (A reference/ no acknowledgment)
 - iii. 46 – 64% - Poor Practice (A reference/ an acknowledgment)
 - iv. Below 45% - Acceptable (Some references/ acknowledgments)
8. Remember that AI should be used to help build and reinforce your learning and understanding of your subject, rather than taking 'shortcuts' e.g. time.

What is the appropriate use of AI?

TradeTechs Northern accepts that AI in teaching and learning is positive but must be used responsibly.

- Finding answers for questions where information is visible on the internet.
- Drafting and structuring answers where English is a second language.
- Drafting and structuring answers where English is identified to be low level.
- Reviewing.
- Getting explanations.
- Improving grammar and writing structure.
- Overcoming writers block to help with formulating an answer.

Limitations of AI

- **Lacks Emotion:** AI cannot understand feelings or build personal connections like tutors/ assessors can.
- **Data Problems:** AI relies on good data; poor or biased data can lead to mistakes.
- **No Deep Thinking:** AI isn't great at creativity or solving complex problems.
- **Access Issues:** Not everyone can afford or access AI tools.
- **Overuse Risk:** Relying too much on AI could discourage critical thinking and traditional learning methods.
- **Privacy Concerns:** Misusing AI could reveal private information breaching GDPR.
- **Bias:** AI can unintentionally reinforce stereotypes or exclude certain groups.
- **Needs Checking:** AI output needs human review to ensure its correct and fits educational goals.

AI Misconduct

- Using AI to write your entire answers/ assignment without reference or acknowledgment.
- Using AI to gain an unfair advantage.
- Remember to reference/ acknowledge the use of AI with relevant reasoning if applicable. (**See Acknowledging AI in your work**)

Acknowledging AI in your work

If AI has been used to generate answers, then acknowledgment is required using the following:

- I acknowledge the use of (AI tool. E.g. ChatGPT, Gemini, Microsoft Copilot and Link – copied from URL) to generate background research to help formulate my answers.
- I acknowledge the use of ChatGPT (URL link) to help plan and structure my answers and generate some ideas for content.
- I acknowledge the use of (AI tool. E.g. ChatGPT, Gemini, Microsoft Copilot and Link – copied from URL) to generate materials to include in my final answers in a modified form.

Staff (Teaching and Learning) Guidance upon the correct use of Artificial Intelligence (AI) at TradeTechs Northern Limited

Valuing and Maximising the use of AI in teaching and learning

Key Messages

- *AI is not 'banned' at TradeTechs Northern Ltd.*
- *Adopt an agreed set of rules on the learners' use of AI for the taught courses.*
- *Communicate these rules consistently to the learners.*
- *Personally learn and engage with AI tools to develop student opportunities.*
- *Identify implications of AI for how and what you teach and assess.*
- *Be vigilant for the misuse of AI when marking and give appropriate feedback.*

The appropriate use of AI in TradeTechs Northern Ltd

1. AI chatbots are **not banned** at TradeTechs. Instead, we embrace the positive use of these tools and are committed to support students to use them wisely, responsibly and ethically.
2. Assessors and tutors will be required to develop and agree a protocol on the permissible use of AI on their courses and any key restrictions upon their use. **(See Learner Classroom guidance)**
3. Ensure the rules upon the use of AI tools is communicated correctly and emphasised to strengthen learners understanding of what's right and wrong.
4. Where possible staff are encouraged to take the opportunity to use AI tools and familiarise themselves with benefits and limitations.
5. Consider the appropriate practical and ethical use of AI. **(See limitations)**
6. Investigate the context of answers given within your specialist subject to identify the content and grammar used.
7. Participate in open and honest discussions with learners about AI and its uses and restrictions.
8. Use AI detection tools identified by the company to filter learner work if you think there is evidence of direct copy and paste from a chatbot.

Types of AI tools

- **ChatGPT** – Chatbot developed by OpenAI which generates text response to key search words.
- **Grammarly** – AI used to help develop SPaG and writing structure.
- **Google Gemini** – Chatbot tool developed by Google.
- **Microsoft Copilot** - A generative artificial intelligence chatbot developed by Microsoft.
- **QuillBot** - This tool allows you to paraphrase text, check grammar, and get explanations to learn from mistakes and improve your writing.
- **Jasper** – AI-powered tool for generating marketing content like blogs, emails, and ad copy.

- **Chatsonic** - Enables text and image creation. A chatbot for news content supported by Google. Aware of current news and can provide answers and stories that relate to it.
- **Dall-E** - text-to-image models developed by OpenAI using deep learning methodologies to generate digital images from natural language descriptions known as prompts.
- **Grok** - A generative artificial intelligence chatbot developed by xAI. Created by Elon Musk in 2023.

Options for TLA Staff on the permissible use of AI tools

1. **Limit the use of generative AI for most assessment tasks.** AI tools can only be used in specific cases, such as a particular module or assessment, and must be properly cited and acknowledged by the learner.
2. **Limit the use of generative AI to one specific tool (e.g. ChatGPT) for most assessments, while banning all other AI tools.** Learners must properly cite and/ or acknowledge any use of AI.
3. **Limit the use of generative AI tools to support learning and gather evidence or ideas for assessments.** Directly using AI-generated text, data, or images without any modification is prohibited. Any AI use in summative assessments must be properly cited and acknowledged by the student.
4. **Allow unrestricted use of generative AI for learning and creating assessments.** Students are expected to use AI tools to enhance their learning and develop submissions. Any use of AI in summative assessments must be properly cited and acknowledged.

What is the appropriate use of AI?

TradeTechs Northern accepts that AI in teaching and learning is positive but must be used responsibly, for:

- Finding answers for questions where information is visible on the internet.
- Drafting and structuring answers where English is a second language.
- Drafting and structuring answers where English is identified to be low level.
- Reviewing.
- Getting explanations.
- Improving grammar and writing structure.
- Overcoming writers block to help with formulating an answer.

Limitations of AI

- **Lacks Emotion:** AI cannot understand feelings or build personal connections like tutors/ assessors can.
- **Data Problems:** AI relies on good data; poor or biased data can lead to mistakes.
- **No Deep Thinking:** AI isn't great at creativity or solving complex problems.
- **Access Issues:** Not everyone can afford or access AI tools.
- **Overuse Risk:** Relying too much on AI could discourage critical thinking and traditional learning methods.
- **Privacy Concerns:** Misusing AI could reveal private information breaching GDPR.
- **Bias:** AI can unintentionally reinforce stereotypes or exclude certain groups.
- **Needs Checking:** AI output needs human review to ensure its correct and fits educational goals. They currently cannot provide references – AI fabricates well formatted fictitious citations.
- **Accuracy/ Precision:** AI performs better in subjects that are widely written about, less well in niche subjects. AI can be outdated when searching, it doesn't necessarily look up current resources.

How will AI Impact Future Teaching and Learning

When used responsibly, AI tools can enhance practice by:

- Supporting writing, improving flow and structure, alongside tools like spell-checkers and grammar checkers.
- Creating content from well-informed prompts helps learners focus on deeper understanding and concepts.
- Aiding student learning, such as explaining code in simple terms, enabling language practice, or creating images from text prompts.

Generative AI will continue to shape teaching and learning in education, much like tools such as calculators, online libraries, and spell-checkers, while also introducing new ways.

Why not just 'ban' the use of AI?

It's not practical to ignore or ban AI. Instead, at TradeTechs, we focus on helping students understand AI tools so they can use them wisely, responsibly, and ethically to enhance their learning.

Our challenge as educators is to rethink teaching, learning, and assessment in ways that encourage responsible use of AI. This includes considering the purpose of assessments, the evidence of learning we value, and embracing new, authentic assessment methods.

Artificial Intelligence (AI) and Learners

Although they are powerful and easy to use, these tools can sometimes provide incorrect information and hinder learning by offering shortcuts that reduce critical thinking, which is vital for meaningful learning. Learners must understand the difference between **fair use** of these tools and when their use might give an **unfair advantage**. Therefore learners have been clearly informed in a separate guidance document [[Learner Guidance upon the correct use of Artificial Intelligence.docx](#)] that using AI tools to generate responses for assessment tasks and submitting them as their own work is not allowed.

ChatGPT is one chatbot that can provide clear and suitable guidance [[ChatGPT search](#)] for students on using AI ethically and responsibly. By following the guidance provided by ChatGPT, learners are less likely to misuse it and more likely to grow as effectively.

Learners Acknowledging AI in their work

If AI has been used to generate answers, then acknowledgment is required using the following:

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- I acknowledge the use of ChatGPT (URL link) to help plan and structure my answers and generate some ideas for content.
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Reminding Learners of Assessment/ Assignment (Academic) Integrity

1. Claiming someone else's work as your own without proper acknowledgment violates academic integrity. Academic integrity means being transparent about how work is created and accurately attributing ideas and information. AI tools don't always provide clear references, which can make the source of materials unclear.
2. Assessments are designed to show evidence of learning and competence to ensure that learners are competent as professionals and citizens. Submitting work created by AI or other third parties undermines this purpose.
3. Academic integrity reflects shared values within the educational community, applying to both learners and staff. These values uphold ethical behaviour and the credibility of the qualifications awarded. Future learners are expected to demonstrate honesty and integrity in their professional lives.

Actions to take as tutors/ assessors at TradeTechs

- Get familiar with AI tools to understand how they work and maximize their value. E.g. Paste assessment questions into different Chatbots (ChatGPT, Copilot, Gemini) to see what answers it produces/ generates.
- Discuss with learners how they currently use AI and their past experiences with it.
- Work with the team (**fellow assessors, IQA, SLT**) to create a clear, shared position on AI usage for consistency in messaging.
- Set clear rules for AI usage during **Induction** and reinforce them as needed.
- Teach learners how to simply acknowledge AI use in their assessments, with support from Quality Managers.
- Seek guidance from awarding bodies upon the use of AI. (NOCN/ NCFE/ CISRS)
- Direct learners to the TradeTechs AI Guidance [\[Learner Guidance on AI\]](#), reinforced by Quality and SLT.
- Use a **different format of assessment (Discussion/ Q & A/ Live Questioning/ Voice Recording/ Short Reflective Paragraph)** to clarify the learners' knowledge and understanding of the subject/ unit.
- **Reinforce the appropriate use of AI** in accordance with the TradeTechs guidelines in **feedback**.
- **Feedback** into TradeTechs **team meeting minutes** to initiate debate and discussion and actions around the correct action to take with learners.

Action Plan for the Use of AI in TradeTechs Teaching and Learning

Discussion Point	Those Concerned	Outcome	Date/ RAG	Amendment
AI Chatbot/ bots restricted for use in T & L @ TT.	Staff/ learners	Agreement made at the staff away day 10 th April '25 only Gemini, Microsoft Co-pilot, ChatGPT will be permitted for use.	10/04/2025	
Teaching and learning staff to familiarise themselves with AI chatbots and generate a selection of answers in reaction to assessment questions.	AF/ AS	Standardisation meeting tomorrow at the office 9am. AS and AF are going to chose 6 random learners and check % of AI in work and feedback back to QM.	10/04/2025	
AI Policy reviewed and approved by SLT	All	Approved and minor mistakes amended by TW. Version 2 now in operation.	11/04/2025	Follow academic misconduct as of September 2025.
What are the boundaries for misconduct related to AI - %s.	All	Boundaries agreed by all, however, with only a few months left on programme assessors have agreed to have verbal discussions around answers to clarify understanding.	10/04/2025	Full procedure to be implemented in September 2025.

AI is highly evident in a learner's work. What will be done?	Staff/ Learner	As above a discussion will be had around the criteria covered and staff will address AI use.	10/04/2025	
Slide RE: Artificial Intelligence added to the Induction PowerPoint	AF/ Learners	Added before any further inductions are done.	18/04/2025	
AI use/ misconduct poster displayed in Classroom	Assessors/ Learners	For use in the new academic year. September 2025.	10/04/2025	