



PROCEDURE 2.14 AI Usage Policy

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Procedure Owner : Principal / CEO

- ❖ This procedure is shared with our students and/or can be obtained:
 - on our website <https://docklandsacademy.co.uk/policies-and-procedures>,
 - on the desktops of all computers in the library on the top floor,
 - by emailing us at info@docklandsacademy.co.uk in the case of remote learning.
- ❖ Also, our students are informed about the related main aspects of the procedure in the Student Handbooks, Induction Seminar and Learning Agreement.
- ❖ The procedure is reviewed and monitored on a regular basis for currency and fitness as part of our Annual 1.9 Policy and Procedures Review.

1. Introduction

As an institution founded on the principles of respect, integrity, and academic excellence, we recognise the growing role of Artificial Intelligence (AI) in the educational landscape. AI can provide valuable support in academic learning and professional skill development. However, its use must be responsible, transparent, and aligned with the standards of academic integrity. This policy outlines the institution's expectations regarding the appropriate use of AI technologies in teaching, learning, and assessment.

2. Permissible Use of AI

AI may be used **only as a supportive tool** in academic work. Students are encouraged to engage critically and independently with their studies, and AI must not replace original thought or authorship. Appropriate uses of AI include, but are not limited to:

- Assisting in brainstorming and idea development for essays and assessments.
- Helping to draft plans and outlines for academic assignments.
- Providing grammar, spelling, and stylistic suggestions.
- Supporting time management and study organisation.

AI must not be used to complete assessed tasks in whole or in part. All submitted work must be the student's own, created through their individual understanding and effort.



3. Unacceptable Use of AI

Using AI in ways that compromise academic integrity is strictly prohibited. Misuse of AI tools will be investigated under the institution's academic misconduct procedures. Inappropriate uses include:

- Submitting AI-generated content as your own original work.
- Using AI to solve entire assessments (e.g., essays, problem sets, projects).
- Employing AI to bypass personal engagement with learning materials.
- Over-relying on AI as a primary research source or failing to verify its outputs.
- Using AI to paraphrase or replicate another author's work without proper understanding.

Examples of Inappropriate Prompts and Issues

Prompt	AI Response Example	Why It's Problematic
"Can you write my essay on communication skills?"	"[Full essay provided]"	Replaces student effort and constitutes plagiarism.
"Can you solve my math assignment?"	"[Full solutions provided]"	Circumvents the learning process.
"Can you write my science project on global warming?"	"[Full project provided]"	Misrepresents original authorship.
"Can you prepare a presentation for my history module?"	"[Slides provided]"	Avoids personal contribution and critical engagement.
"Can you generate an essay and topic for business studies?"	"[Topic + essay]"	A serious breach of academic ethics.
"Can you add references to my assignment?"	"[References inserted]"	Risk of fabricated or inaccurate references.

4. Understanding "Your Own Work"

Work submitted for assessment must be the student's **independent creation**. The following are not acceptable:

- Using AI to rephrase or rewrite someone else's work.
- Incorporating AI-generated content in graded components (e.g., musical scores, visual artwork, written compositions).
- Copying and pasting AI-generated text without personal analysis or contextualisation.

Non-graded elements, such as AI-generated images in presentations, may be used with permission from your module leader. If in doubt, students should seek clarification before submission.



5. Referencing AI Tools

When AI is used at any stage of your academic work, **full transparency is required**. To properly reference AI:

- **Identify AI contributions:** Clearly state what AI-assisted content was used and where it appears.
- **Name the tool:** Include the name and version (e.g., ChatGPT, DALL·E, Microsoft Copilot).
- **Explain its role:** Briefly describe how the AI supported your work (e.g., idea generation, structure suggestions).
- **Keep a record:** Save an uneditable copy (screenshot or PDF) of your prompt and the AI response.
- **Use proper referencing:** Follow your course's official referencing style (e.g., *Cite Them Right*) when citing AI-generated content.

Example:

- **In-text citation:** Copilot provided a definition of academic referencing when prompted by the author (Microsoft Copilot, 2024). See Appendix A.
- **Reference list:** Microsoft Copilot (2024) *Response to student query*, 10 October.

Note: Quoting AI responses in your work is discouraged unless explicitly required, and such inclusion must be correctly cited.

6. Responsible Research Practice

Students should engage with a range of **academic sources** when preparing for assessments. AI should not serve as the sole source of information, and its content must be cross-verified with credible literature.

Initial research should begin with your module's KeyLinks reading list, followed by library database searches and peer-reviewed materials.

7. Data Protection and AI Safety

AI platforms may collect, store, and use the data entered into them. To protect your privacy:

- Do **not** enter personal, financial, or confidential information into AI tools.
- Be aware of **data policies** associated with AI platforms.
- Comply with institutional **data protection policies** when handling sensitive or internal information.
- Report any concerns or suspected breaches to **IT support or your course leader**.
- Under-18s should seek parental consent before using AI tools, as required by many platforms' terms of service.



8. Legal Considerations

It is illegal under UK law (as of 2021) to commission or use another person or service—including AI—to produce academic work that you then submit as your own. Violations of this law may result in disciplinary or even legal consequences, including revocation of qualifications.

Always ensure the originality and authenticity of your submissions.

9. Academic Integrity and Misconduct

Any use of AI that misrepresents the student's own work will be treated as **academic misconduct**. This includes, but is not limited to, plagiarism, contract cheating, and falsifying sources and is subject to related punishment declared in DAL Procedures 2.1 Academic Misconduct and 2.8 Plagiarism.

The institution reserves the right to investigate any current or previously submitted work if concerns arise. In serious cases, this may impact your academic standing or result in the revocation of awards.

Students are advised to familiarise themselves with the institution's full Academic Integrity Policy.

10. Support and Wellbeing

If you are unsure about using AI, or feel overwhelmed by assessments or deadlines, you are encouraged to:

- Speak with your **module leader, personal tutor, or course coordinator**.
- Contact the **Academic Support Team** or **Student Learning Services**.
- Reach out to the **Student Wellbeing and Support Hub** for guidance and mental health support.

Your wellbeing is a top priority, and a range of services is available to support your academic and personal success.

9. Related Documents

9.1 Policies

- 2 Academic Management
- 5 Student Support, Engagement and Learning Resources
- 7 Information

9.2 Procedures

- 1.5 Equal Opportunities
- 1.7 Data Protection
- 1.9 Review and Revision of Policies and Procedures
- 2.1 Academic Misconduct
- 2.2 Academic Regulations
- 2.4 Appeals
- 2.5 Complaints
- 2.6 Self-Assessment and Annual Programme Monitoring
- 2.7 Program Design and Approval
- 2.9 Academic References for Students
- 2.10 Special Circumstances Affecting Study
- 2.12 Contingency and Adverse Effects
- 2.13 Access and Participation Statement
- 3.6 Internal Verification
- 4.6 Student Induction
- 4.7 Student Disciplinary
- 5.1 Student Code of Conduct
- 5.3 Equality, Diversity and Special Needs
- 7.1 Review and Sign off PI
- 7.4 HE Public Information

9.3 Student Terms and Conditions

9.4 External Reference Points

- Department of Education - Generative artificial intelligence (AI) in education <https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education#using-ai-safely-and-effectively>
- UK Quality Code Advice & Guidance – Concerns, Complaints and Appeals at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/concerns-complaints-and-appeals>
- UK Quality Code Advice & Guidance – Assessment at <https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment>
- Higher Education Code of Governance (Committee of University Chairs, December 2014) at <https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf>
- Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers at <https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf>
- OIA The Good Practice Framework: Handling Students Complaints and Academic Appeals at <https://www.oiahe.org.uk/media/1859/oia-good-practice-framework.pdf>
- OIA Disciplinary Procedures at <https://www.oiahe.org.uk/media/2045/good-practice-framework-disciplinary-procedures-section.pdf>
- UKCISA Code of Ethics at <https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics>
- Equality Act – 2010 at <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- BTEC Centre Guide to Plagiarism at <chrome-extension://efaidnbmnnnibpcajpcqlclefindmkaj/https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btec-centre-guide-to-plagiarism.pdf>
- pearson-ai-centre-staff-guidance at <chrome-extension://efaidnbmnnnibpcajpcqlclefindmkaj/https://qualifications.pearson.com/content/dam/pdf/>



[Support/Work%20based%20learning/pearson-ai-centre-staff-guidance.pdf](#)

- **JCQ General Regulations for Approved Centres/ Section 5.3 (k)** at [chrome-extension://efaidnbnmnnibpcajpcqlclefindmkaj/https://www.jcq.org.uk/wp-content/uploads/2024/08/Gen_reqs_approved_centres_24-25_FINAL.pdf](#)