

Use of Artificial Intelligence (AI) Policy

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1. Background

Scope of this document

1.1. This document provides guidance on the responsible use of Artificial Intelligence (AI) tools in vocational training programmes. It ensures that AI is used ethically, responsibly, and in alignment with Britannia Education Group's (BEG) academic standards and quality assurance policies.

1.2. The policy applies to all learners, educators, assessors, and administrative staff and outlines expectations for AI usage, academic integrity, and potential risks of malpractice associated with AI-generated content.

1.3. This policy ensures that learners' plagiarism or cheating is managed in accordance with the Academic Misconduct policy, while minimising the impact on the organisation's reputation and goods.

1.4. This policy provides a framework for the ethical use of AI in vocational training. Learners must use AI as a tool to support, not replace, their learning and critical thinking processes. BEG remains committed to upholding academic integrity while adapting to evolving AI technologies.

Related Documents

1.5. This policy forms part of Academic Misconduct and Malpractice Policy and is aligned with the following BEG policies and procedures to ensure effective implementation and adherence to academic integrity and quality standards:

- i. Academic Misconduct and Malpractice Policy
- ii. Assessment and Internal Quality Assurance Strategy and Policy
- iii. Learner Handbook
- iv. Conflict of Interest Policy
- v. Adverse Effect Management Policy
- vi. Complaints Policy
- vii. Whistleblowing Policy

Review of this document

1.6. The policy will be reviewed annually, with possible mid-year updating in case of any new adverse effect causing the change in controls.

2. Governing Principles for AI Use

2.1 BEG is dedicated to upholding standards of ethics in every aspect of our company's operations, including the use of AI. Our approach to AI is guided by the following principles:

Transparency

2.1. At BEG, all stakeholders must carry out practices in a transparent manner, including designing the assessments and generating AI-assisted responses. AI-generated content should be acknowledged appropriately, and its role in research or assessments should be clear. Learners must ensure to collect information, analyse data, or generate insights from reliable resources that will help shape the design and structure of the assignment.

Accountability

2.2. Learners and staff must act with professionalism and maintain the integrity of the information by avoiding any form of plagiarism or unethical use of AI-generated content. They will be held accountable for any intentional and potential harm or misuse of AI tools. The work should compromise originality, and individuals will be held responsible for unethical use, such as plagiarism or data manipulation.

Reliability

2.3. AI-generated content must be critically evaluated. Stakeholders must ensure that the results are cross-checked, the underlying data is analysed, and there is alignment with the subject matter and learning objectives. When using AI, use critical thinking skills and your own knowledge to assess the relevance, accuracy, and appropriateness of AI-generated material. AI should complement, not replace, human analysis and judgement

3. Appropriate AI Practices in Academic Settings

3.1. AI tools may be used for the following academic purposes:

- ✓ Structuring assessments or responses.
- ✓ Gaining initial guidance on topics.
- ✓ Researching relevant concepts and sourcing information.
- ✓ Clarifying complex material.
- ✓ Proofreading and refining language in written work.
- ✓ Drafting formative feedback for learners.
- ✓ Enhancing written communication skills.

3.2. Learners must ensure that all final work is written in their own words and not directly copied from AI-generated responses. Proper citation and referencing of AI-generated content are mandatory in academic submissions.

4. Malpractice and Unethical AI Use

4.1. Malpractice includes but is not limited to:

- ✓ **Cheating or Collusion:** Using AI to generate assignments without intellectual contribution.
- ✓ **Plagiarism:** Submitting AI-generated content as original work without attribution.
- ✓ **Data Manipulation:** Altering data using AI to misrepresent facts or findings.

5. Our Response to Use of AI Tools

5.1. At Britannia Education Group (BEG), we acknowledge that while AI-generated content detection tools can provide useful insights, no detector is 100% reliable, regardless of its claimed accuracy. BEG has access to various paid tools to assist in reviewing submissions. However, we do not rely solely on AI detection tools to determine academic integrity.

5.2. BEG recognise that AI tools can be valuable for learning and research. However, learners must ensure that their work remains authentic and reflective of their own understanding. AI-generated content should not replace independent thought, critical analysis, or personal engagement with the subject matter.

5.3. To maintain academic integrity, learners are expected to:

- ✓ Use AI tools as a source of inspiration or initial research but rewrite content in their own words.
- ✓ Incorporate personal experiences, reflections, or examples to add originality to their work.
- ✓ Carefully analyse assessment criteria and tailor responses to meet task requirements, avoiding direct copying.
- ✓ Document their thought process by including drafts, notes, or explanations of how they developed their ideas.
- ✓ Conduct thorough research using credible sources and reference them properly to demonstrate effort and integrity.

5.4. AI detection tools may be used as part of the review process, but they are not solely relied upon to determine authenticity. Where concerns arise, we follow a fair and transparent process, including discussions with the learner and additional verification methods to ensure an accurate and just outcome.

5.5. Our approach involves a combination of methods, including detailed content analysis, linguistic assessment, and reviewing writing patterns to identify inconsistencies.

5.6. Tutors and assessors use their expertise to evaluate the authenticity of submissions based on engagement with course materials, originality of responses, and alignment with a learner's prior work.

5.7. AI detection results are never used as the sole basis for making decisions that could impact a learner's academic standing or career.

6. Risk Management and Compliance

6.1. BEG follows a risk-based approach to managing AI use, ensuring a balance between technological advancements and ethical academic practices. Cases of AI misuse will be reviewed in accordance with the Academic Misconduct and Malpractice Policy.

6.2. Each incident of academic misconduct will be dealt individually based on the available information. Where there is clear evidence of malpractice, following sanctions will be applied:

- i. Informal warning will be given to the learner by tutor enlisting the consequences of malpractice
- ii. Formal written warning will be given to the learner with the indication of severe consequences in case of further instances of malpractice
- iii. A dismissal and withdrawal from the programme
- iv. The withdrawal of the award

7. Monitoring and Training

7.1. BEG will provide AI literacy training to learners and staff to promote responsible AI use.

7.2. AI-assisted assessments will be regularly updated to encourage critical thinking and originality.

7.3. AI policy compliance will be reviewed through periodic audits and academic reviews.

8. Further Information

8.1. If you are a stakeholder to BEG (for example, learner or a member of public), you may want to initiate a complaint to Lead IQA at leadiga@britanniaeducationgroup.co.uk.

8.2. For any urgent enquiries or notifications, please send an email to support@britanniaeducationgroup.co.uk.