Bishop Auckland College Group

# Quality Management System

## Policy Number

POL-IT-15

## Policy Title

Student AI Acceptable Use Policy

| | |
|---|---|
| **Document Author** | Andrew Reynolds<br>Director of IT & Digital |
| **Approved By** | Shaun Hope<br>Principal/Chief Executive |
| **Version** | Issue 1 Rev 0 |
| **Effective from** | September 2026 |
| **Last reviewed** | September 2026 |
| **Next review due** | September 2027 |
| **Equality Impact Assessed** | September 2026 |

## Alternative Format Statement

We are committed to ensuring all our materials are accessible to everyone. If you require this document in an alternative format please contact:

Quality Improvement Team
Email: Quality@bacoll.ac.uk
Phone: 01388 443069

Please note: On our website we have the Recite Accessibility toolbar. If you select Accessibility on the top toolbar, any text on the website, including linked policies and procedures can:

- be converted from text to speech
- be translated into over 100 languages including 65 text to speak voices
- have its colour, scheme, text, font style, size and spacing changed

---

## Contents


| Section and Title | Page Number |
|---|---|
| Alternative Format Statement | 2 |
| 1.0 Introduction/Scope | 4 |
| 2.0 What is Artificial Intelligence | 5 |
| 3.0 What counts as AI | 5 |
| 4.0 Approval and preferred AI tools | 6 |
| 5.0 AI in learning | 6 |
| 6. 0 AI in assessment: Red, Amber and Green | 7 |
| 7.0 Accuracy, sources and responsibility | 8 |
| 8.0 Data protection, privacy and security | 9 |
| 9.0 Safe, lawful and ethical use | 10 |
| 10.0 Copyright and intellectual property | 11 |
| 11.0 Accessibility and reasonable adjustments | 11 |
| 12.0 Examples of how AI can/can't be used | 12 |
| 13.0 If you are unsure or something goes wrong | 13 |
| 14.0 Concerns, investigation and consequences | 14 |
| 15.0 Responsibilities, support and review | 15 |
| 16.0 Related documents | 16 |
| Contact Information | 16 |

# Student AI Acceptable Use Policy

## 1.0 Introduction/Scope

**1.1** Bishop Auckland College Group (BAC Group) supports responsible, transparent and purposeful use of artificial intelligence. This policy explains how Students may use AI for learning, BAC activities and assessed work while protecting academic integrity, personal data, safety and the value of their qualification.

**1.2** It applies to all Students, including those undertaking Pre 16, further education, higher education, apprenticeships, adult learning, distance learning and work-based learning.

**1.3** This policy applies when using BAC Group or personal devices, BAC Group accounts, public AI services and AI features built into everyday software, websites, applications and digital learning tools.

**1.4** This policy establishes the general standard for Student use of AI. For assessed work, Students must also follow:

- the assessment brief;
- the assessment's stated AI permission level;
- awarding organisation or validating university requirements;
- professional body, employer or placement-provider requirements; and
- the Artificial Intelligence (AI) in Assessment Policy, POL-C-10.

Where requirements differ, Students must follow the stricter requirement and ask their tutor before using AI.

**1.5** AI is developing rapidly. BAC Group may update this policy during the review period where there is a significant legal, regulatory, technological, safeguarding or educational change. The current controlled version will be made available through the BAC website under Student Policies, Procedures and Regulations. Students will be informed of significant changes through a change Log, which is also accessible on the BAC website.

## 2.0 What is Artificial Intelligence

**2.1** Artificial intelligence (AI) means digital systems that analyse information, make recommendations or generate content.

**2.2** Generative AI can create or transform text, images, audio, video, code, data and other digital content in response to prompts or instructions.

**2.3** AI may be built into chatbots, search engines, writing tools, translation software, design platforms, learning applications, accessibility tools and everyday software.

**2.4** If a tool generates, predicts, transforms, recommends or substantially rewrites content, it may include AI. If a Student is unsure whether a tool includes AI or whether its use is permitted, the Student must check the assessment brief or ask their tutor before using it for assessed work.

## 3.0 What counts as AI

AI tools are not just ChatGPT. Many tools you use every day have AI built in — sometimes without it being obvious.

| Example Tools | What the AI does |
|---|---|
| **ChatGPT, Claude, Gemini** | Generates written responses, explanations, essays, code, and ideas from your prompts |
| **Grammarly** | Rewrites and improves your writing using AI — not just checking spelling |
| **Google Docs / Word** | AI writing suggestions, autocomplete, and summarisation features |
| **Quizlet** | AI-generated flashcards and study sets from your notes |
| **Canva** | AI image generation and AI text writing within designs |
| **Google / Bing search** | AI-generated summary answers at the top of search results |
| **Translation tools** | DeepL, Google Translate — AI-powered language translation |
| **Summarising tools** | ChatPDF, Explainpaper — AI reads and summarises documents for you |

*This list is not exhaustive. If a tool is doing thinking, writing, or creating for you — it is AI, regardless of what it is called. If you are unsure whether a tool counts, ask your tutor before using it for assessed work.*

## 4.0 Approval and preferred AI tools

**4.1** BAC Group may identify approved, preferred or restricted AI tools from time to time. Students should use BAC Group-provided tools where available.

**4.2** Microsoft Copilot provided through a BAC Group Microsoft 365 account is BAC Group's preferred AI platform for learning activities.

**4.3** Other publicly available AI tools may be used where permitted by the assessment brief and this policy, provided no prohibited personal, confidential or restricted information is entered into the system.

**4.4** BAC Group may publish or update guidance on approved and restricted AI tools without requiring a full review of this policy.

## 5.0 AI in learning

**5.1** AI can be useful for learning when it helps you understand, practise, question, reflect and improve. Subject to any instructions given by a tutor (and 1.4), appropriate learning uses may include:

- asking for a plain-language explanation, then checking it against course materials or reliable sources
- creating practice questions or revision prompts from your own notes
- brainstorming possible approaches before making your own choices
- requesting feedback on clarity, without asking AI to rewrite assessed content
- planning time, milestones or questions to discuss with your tutor
- exploring contrasting viewpoints, then researching and evaluating them yourself

**5.2** Permission to use AI for general learning does not mean that AI is permitted in assessed work. Students must check the assessment brief before using AI in connection with an assessment.

**5.3** Students must not become dependent on AI. Students must be able to:

- explain their reasoning;
- demonstrate the required knowledge and skills;
- account for decisions made in their work; and
- complete tasks without AI where independent performance is part of the learning outcome.

## 6. 0 AI in assessment: Red, Amber and Green

**6.1** Every assessment should state the level of AI use permitted for that particular task. Permission applies only to the assessment for which it has been given. A tool or type of use permitted for one assessment may be prohibited for another.

| Level | Meaning | Permitted | What you must do |
|---|---|---|---|
| RED | AI is not permitted for the assessed task. | Do not use AI to plan, generate, translate, rewrite, edit or answer the assessment unless the brief expressly identifies a permitted accessibility tool. | Complete the work independently and follow the assessment brief. |
| AMBER | Limited AI use is permitted for named purposes only. | Use AI only for the activities and stages listed by the tutor or assessment brief or authorised by the tutor. | Declare use, retain evidence of AI use, verify outputs and ensure the submitted work demonstrates your own learning. |
| GREEN | AI use is expected or integral to the task. | Use AI within the stated boundaries, including critical or collaborative use where required. | Declare and evaluate use, explain decisions, verify content and demonstrate your own judgement and skills. |

If no permission level is stated, do not assume AI is allowed. Ask your tutor before using it.

**6.2** A declaration does not make prohibited AI use acceptable. AI use must first be permitted by the assessment brief, awarding organisation requirements and relevant BAC Group policies.

**6.3** An AI declaration 'Assessed Work: Generative AI Usage Declaration ref C-AI-01, must be completed and submitted with every piece of assessment work, even if AI has not been used.

**6.4** Where AI use is permitted, Students must complete the 'Assessed Work: Generative AI Usage Declaration' ref C-AI-01 and retain evidence of their AI use in accordance with the assessment brief, the Artificial Intelligence (AI) in Assessment Policy (POL-C-10) and associated BAC Group guidance.

For this policy, AI Declaration means the declaration made by a Student regarding AI use in assessed work.

## 7.0 Accuracy, sources and responsibility

**7.1** AI tools may produce confident and fluent responses even when the available information is incomplete or the answer is incorrect.

**7.2** AI outputs may:

- be inaccurate, out of date,
- include fabricated or unsupported information, sometimes referred to as an AI "hallucination";
- present false references, quotations, statistics or links;
- reproduce bias contained in training data or source material;
- omit important context or alternative viewpoints;
- provide unsafe or inappropriate technical instructions; or
- fail to distinguish between authoritative evidence and unreliable information.

**7.3** An AI tool may not have access to current, complete or authoritative information. Even where a tool can search the internet or retrieve sources, its summary may still be inaccurate or misleading.

**7.4** Before using AI output you should:

- Check factual claims against authoritative and current sources.
- Open, read and reference the original sources rather than relying only on an AI – generated summary.
- confirm that quotations, references, statistics and links exist and support the claim being made;
- check calculations, code, technical instructions and safety information;
- apply your own subject knowledge and judgement;
- follow the BAC Group's referencing requirements; and
- remove information that cannot be verified.

**7.5** An AI tool should not normally be cited as evidence for a factual claim unless the assessment specifically requires the Student to analyse or evaluate that AI output.

**7.6** AI-generated content must not be treated as authoritative guidance for safety-critical, legal, regulatory, medical, safeguarding or professional decisions. Students must consult the relevant official source and follow the BAC Group, workplace and professional procedures

**7.7** Students are responsible for every word, image, figure, calculation, reference, decision and other item included in their submitted work.

## 8.0 Data protection, privacy and security

**8.1** Students should treat prompts and uploads as information you are giving to another organisation. Public AI tools may retain, review, transfer or reuse information in accordance with their own terms. They can also expose you to risk if you are not careful about how you use them.

**8.2** Students must use the minimum information necessary when interacting with an AI system.

**8.3** Students must not enter or upload the following into an AI system:

- passwords, security codes or BAC Group login credentials;
- full dates of birth, home addresses or financial information;
- Student numbers or other unique identifiers;
- personal data about other Students, staff, clients, patients, customers, placement colleagues or members of the public;
- special category personal data;
- safeguarding, medical, disciplinary or criminal offence information;
- photographs, recordings or biometric information that identifies another person;
- unpublished assessment materials, examination questions or answer keys;
- restricted BAC Group documents;
- confidential or commercially sensitive information;
- information belonging to an employer or placement provider; or
- copyrighted material that the Student does not have permission to upload.

**8.4** Students should avoid entering their own personal information into AI systems unless it is genuinely necessary and they understand that information may be processed, stored or retained by the provider in accordance with its terms and conditions.

**8.5** Students should report accidental disclosure promptly to a tutor or the appropriate BAC Group contact. Do not conceal or delete evidence of a suspected data incident.

## 9.0 Safe, lawful and ethical use

**9.1** Students must use AI respectfully, inclusively, lawfully and in accordance with BAC Group's behaviour, safeguarding, IT and e-safety requirements.

**9.2** Students must not use AI to:

- bully, harass, threaten, humiliate or discriminate against another person;
- impersonate another person or falsely suggest that content was created, approved or communicated by someone else;
- create or share deceptive images, audio, video, profiles, documents or messages about a real person;
- create deepfakes or synthetic content intended to mislead, embarrass or cause harm;
- create or distribute harmful, hateful, exploitative, unsafe or unlawful material;
- facilitate fraud, deception, unauthorised access or other illegal activity;
- bypass security or assessment controls;
- complete work for another Student;
- help another Student conceal prohibited AI use;
- present AI output as a qualified professional decision;
- make a significant decision about another person using AI output alone; or
- upload an image, recording, document or personal information belonging to another person without appropriate permission and a lawful reason.

**9.3** Students must clearly identify AI-generated or substantially altered content where failing to do so could mislead another person.

**9.4** If an AI service produces upsetting, unsafe, discriminatory or suspicious content, the student should stop using the service and speak to an appropriate member of staff.

## 10.0 Copyright and intellectual property

**10.1** AI- generated output is not automatically free to use. It may reproduce or resemble protected material, and ownership or licensing may be unclear.

**10.2** Students must:

- Use lawful sources
- follow copyright and licence conditions.
- check whether the output can lawfully be copied, adapted, published or shared;
- obtain permission before uploading another person's work to an AI service;
- acknowledge AI tools and original sources where required;
- check sources independently where an AI service provides links or references; and
- follow any additional employer, placement-provider, publisher, competition, professional body or awarding organisation restrictions.

## 11.0 Accessibility and reasonable adjustments

**11.1** BAC Group supports inclusive learning and reasonable adjustments. An approved assistive technology may use AI features, but approval to use a tool does not automatically permit it to generate the knowledge, language or skill being assessed.

**11.2** Students must follow:

- their agreed support arrangements;
- the assessment brief;
- awarding organisation or validating university requirements; and
- instructions given by the programme team.

**11.3** Tutors should clarify how an adjustment applies to each assessment, particularly where spelling, language, translation, communication, coding or creative production is itself being assessed.

## 12.0 Examples of how AI can/can't be used

**12.1** The following examples in the table below, provide general guidance. The assessment brief, AI permission level, awarding organisation requirements and agreed reasonable adjustments always take priority.

**12.2** If the Student's circumstances are not covered, the Student must ask their tutor before using AI.

| The situation | Allowed? | The reason |
|---|---|---|
| Ask AI to explain a difficult concept, then check course materials and write your own notes. | **Yes** | Using AI to build understanding is usually acceptable. Use it to learn, not as evidence. |
| Asking AI to write your assignment introduction, then editing it | **No** | The writing originated with AI. Editing it does not change that. |
| Using Grammarly or other grammar software to fix your spelling and punctuation | **Yes** | Basic checking is fine. Do not use its AI rewrite suggestions. |
| Using Grammarly to rewrite your paragraphs using its suggestions | **No** | AI is producing your writing — however it started. |
| Using AI to generate revision flashcards from your own notes | **Yes** | AI helping you revise your own material is fully supported. |
| Using AI to answer practice exam questions so you can copy the answers | **No** | You need to practise answering — that is what builds the skill. |
| Looking up building regulations using an AI search tool before a construction project | **Yes** | Using AI to access technical information for a practical task is acceptable. Use it to learn, not as evidence. |
| Asking AI to write your health and safety risk assessment for a practical | **No** | Risk assessments are assessed professional judgements — not AI tasks. |
| Using AI to research current nail art trends before a creative brief in beauty therapy | **Yes** | Research and inspiration gathering is ok |
| Using AI to generate a client consultation script and reading from it in your OSCE | **No** | Observed assessments test your knowledge and communication — not AI's. |

| The situation | Allowed? | The reason |
|---|---|---|
| Asking AI to help you plan the structure of a catering menu, then designing it yourself | **Yes — declare it** | Structural input with your own creative output — declare the AI involvement. |
| Using AI voice tools to narrate a video you were assessed on producing yourself | **No** | The assessed output includes your voice, presence, and communication. |
| Using an AI image generator to explore visual ideas in early concept development | **Yes** | Exploration and research is ok |
| Submitting an AI-generated image as your own artwork in a graded portfolio | **No** | The work must be yours. AI-generated outputs are not your creative work. |
| Using AI to help articulate your design rationale after forming your own ideas | **Yes — declare it** | AI helping you express your existing thinking — declare it. |
| Asking AI to summarise a journal article to save you reading it | **Caution** | Read the original. AI summaries can be inaccurate and miss nuance. |
| Using AI to help improve the structure, clarity or presentation of a personal statement while ensuring the content, experiences and achievements remain your own | Yes - with caution | AI may support presentation and proofreading, but the content must remain authentic and genuinely represent you. |
| Using AI to help you prepare answers for a mock job interview | **Yes** | Using AI for preparation and practice is ok |

## 13.0 If you are unsure or something goes wrong

**13.1** BAC Group recognises that AI requirements are developing and that Students may sometimes be uncertain about what is permitted.

**13.2** Before submitting assessed work, Students should stop and ask their tutor if they are unsure about:

- whether AI is permitted;
- whether a particular feature or tool counts as AI;
- whether a declaration is required;
- what evidence must be retained;
- whether information can be uploaded;
- authorship or copyright; or
- the effect of an agreed reasonable adjustment.

**13.3** If a student has used AI in a way that may not have been permitted, the Student should speak honestly to their tutor before submission and provide an accurate account of what happened.

**13.4** If AI use creates a safeguarding, data-protection or security concern, the Student must report it immediately to their tutor or another member of staff.

## 14.0 Concerns, investigation and consequences

**14.1** Concerns about AI use will be considered under the relevant assessment malpractice, academic misconduct, behaviour, safeguarding, data protection, e-safty or IT policies.

**14.2** AI detection indicators may inform a concern but will not, on their own, be treated as proof of misconduct.

**14.3** When considering a concern, BAC Group may examine:

- the assessment brief and AI permission level;
- the Student's AI declaration;
- prompts and outputs retained by the Student;
- drafts and version history;
- research notes and source records;
- relevant assessment evidence;
- the Student's explanation of their working process; and
- the Student's ability to demonstrate understanding.

**14.4** Students will be:

- informed of the nature of the concern;
- given a reasonable opportunity to explain their working process;
- allowed to provide relevant evidence; and
- treated in accordance with the applicable BAC Group procedure.

**14.5** Possible outcomes depend on the applicable policy, awarding organisation and seriousness of the matter. Outcomes may include advice and resubmission where permitted, assessment penalties, a formal investigation, restricted IT access, disciplinary action or referral to an awarding organisation or other appropriate authority.

## 15.0 Responsibilities, support and review

### 15.1 Students must:

- read and follow this policy and each assessment brief;
- check the AI permission level;
- ask before using AI where permission is unclear;
- use approved tools and accounts;
- protect personal, confidential and restricted information;
- declare AI use honestly;
- retain required evidence;
- verify AI outputs;
- report incidents promptly; and
- demonstrate their own learning.

### 15.2 Tutors and programme teams will:

- state the Red, Amber or Green permission level clearly
- explain permitted and prohibited uses for the task
- apply awarding organisation and reasonable-adjustment requirements
- support AI literacy, critical evaluation and academic integrity
- explain how approved adjustments apply to individual assessments
- address concerns fairly under the relevant policy

### 15.3 BAC Group will:

- provide guidance and appropriate learning opportunities
- maintain proportionate governance for approved AI systems
- review this policy in response to significant legal, technological, educational or regulatory change
- provide routes for advice, safeguarding, data protection and misconduct concerns

## 16.0 Related documents

| | |
|---|---|
| POL-C-10 | Artificial Intelligence (AI) in Assessment Policy |
| C-AI-01 | Assessed Work: Generative AI Usage Declaration |
| C-AI-02 | Checklist for students to follow to prevent AI Academic Misconduct |
| C-AI-03 | AI in Assessment Scale and Guidance |
| POL-Q-02 | Assessment Malpractice and Maladministration Policy |
| POL-HE-03 | HE Academic Misconduct Policy |
| POL-IT-07 | IT Acceptable Use Policy |
| POL-DP-01 | Data Protection Policy |
| POL-IT-05 | e-Safety Policy |

Where an awarding organisation, validating university, employer or placement provider sets additional requirements, those requirements also apply.

## Contact Information

For questions or feedback regarding this policy, please contact:

Andrew Reynolds
Director of IT & Digital Services
**Email:** Andrew.Reynolds@bacoll.ac.uk