



New City College

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Artificial Intelligence (AI) Policy

Purpose

This policy sets out how New City College will use artificial intelligence (AI) to enhance teaching, learning, assessment, research and operations, while safeguarding students and staff and protecting the integrity of qualifications, in line with national guidance and regulatory requirements.

Contents

College Statement-----	3
Introduction to Artificial Intelligence (AI)-----	3
Types of AI -----	3
Principles of AI Use-----	4
AI Use in Research-----	5
Guidelines for Staff-----	6
Approved AI-Enabled Tools and Platforms-----	7
Guidelines for Students -----	8
Examinations, Assessments and JCQ Guidance -----	9
Future Skills Development -----	10
Efficiencies -----	10
Risk Management of AI -----	11
Monitoring and Review -----	11
Appendix A – Key External References-----	13

College Statement

New City College is committed to harnessing artificial intelligence to enhance teaching, learning, research and the learner experience, while safeguarding our community and upholding the highest standards of academic and professional integrity. AI will be deployed in ways that are safe, ethical, inclusive and environmentally responsible, in line with Department for Education guidance on generative AI in education, sector guidance for FE, and relevant awarding body and JCQ requirements.

This policy applies to all AI use in teaching, learning, assessment, research and professional services activities across New City College. The College will support all staff and students to develop the knowledge, skills and confidence to use AI critically and responsibly, recognising both its opportunities for efficiency and personalisation and its risks around bias, misinformation, privacy, malpractice and environmental impact.

Introduction to Artificial Intelligence (AI)

Artificial intelligence refers to computer systems that perform tasks which typically require human intelligence, such as recognising patterns, generating text or images, making predictions or supporting decisions. Generative AI (GenAI) describes tools that create new content—text, images, audio, video or code—in response to prompts, and is now embedded in many mainstream products used in education, research and the workplace.

The rapid adoption of GenAI presents significant opportunities for improved resource creation, personalisation, research innovation and workload reduction, alongside challenges including academic malpractice, research integrity concerns, data protection risks and equity of access, which this policy seeks to manage.

Types of AI

For the purposes of this policy, the main types of AI relevant to New City College include:

- **Text based generative AI** that generates text, plans, code or summaries based on large language models (for example, integrated copilots and chatbots).
- **Image, audio and video generative AI** that create or manipulate media, including tools for design, transcription, translation and accessibility.
- **Analytical and predictive AI** embedded in platforms (for example, learning analytics, recommendation engines, adaptive learning systems and proctoring tools) which classify, predict or flag patterns in data.

AI tools may be institutionally procured, offered within existing platforms, or freely available public services; all are in scope of this policy where they are used for College purposes by staff or students

Principles of AI Use

New City College will apply the following core principles whenever AI is procured, developed or used:

Safe, ethical and responsible use

- AI use must protect learners, participants and staff, comply with safeguarding duties (including Keeping Children Safe in Education) and promote wellbeing rather than harm.
- AI will not be used where it introduces unacceptable risks to safety, dignity, rights, research integrity or educational integrity, and all high-risk proposals will be subject to appropriate impact assessments and governance.

Transparency and academic integrity

- Staff and students must be transparent about significant use of AI in teaching materials, assessments, research and other outputs, following College and awarding body expectations for acknowledgement and authentication.
- AI may support but must not replace learners' or researchers' own work; qualifications and research outputs must continue to reflect authentic human knowledge, skills and judgement.

Equity, inclusion and accessibility

- AI should be used to advance inclusion, for example by supporting accessibility, language needs and personalised pathways, and not to deepen digital or socio-economic divides.
- The College will monitor for bias and discriminatory impacts in AI systems and take action where outputs or access arrangements are shown to disadvantage particular groups.

Data protection, privacy and intellectual property

- Any AI use involving personal data must comply with UK GDPR, the Data Protection Act 2018 and College data protection and ICT security policies, including the requirement for Data Protection Impact Assessments where appropriate.
- Staff and students must not input personal data, confidential business information or protected intellectual property into public AI tools unless explicitly authorised and subject to appropriate technical and contractual safeguards.
- Where AI processes personal data, we will minimise and, wherever possible, anonymise or pseudonymise that data, with DPO oversight of higher-risk use.

Accountability, governance and contestability

- Human staff remain accountable for decisions and outputs where AI is used in teaching, assessment, research or professional services; AI is an assistive tool, not a decision-maker.
- Staff and students will be given clear routes to challenge and appeal outcomes where AI has contributed to a decision, such as assessment judgements or automated flags in learning analytics.
- Staff are expected to comply with this policy; serious or repeated breaches may be managed under existing staff conduct procedures.

Environmental and social responsibility

- The environmental footprint and wider social impacts of AI—such as energy use, labour conditions and wider societal implications—will be considered in procurement, research methods and strategic planning.
- Wherever feasible, lower-impact, standards-aligned solutions will be preferred and usage optimised to balance benefit with sustainability.

AI Use in Research

New City College recognises that artificial intelligence is increasingly used within research undertaken by staff and students, including small-scale practitioner research, scholarship, action research and externally funded projects. AI may support tasks such as idea generation, literature exploration, data management, analysis, drafting and editing; however, researchers remain fully responsible for the accuracy, integrity and ethical conduct of their work.

When using AI in research, the following expectations apply:

Accountability and authorship

- AI tools cannot be listed as authors or co-authors on research outputs; responsibility lies with the named researcher(s).
- Researchers must critically review and, where necessary, correct AI outputs, checking for bias, inaccuracy and hallucinations.

Transparency and declaration

- Any substantial use of AI in research must be transparently declared in the methodology or acknowledgements, stating the tool, version, date and the nature of its contribution.
- Where feasible, key prompts and outputs should be retained as part of the project record, in line with open research and reproducibility principles.

Data protection, confidentiality and intellectual property

- Confidential, sensitive or personal data, and unpublished or copyright-protected materials, must not be uploaded to external AI tools unless approved as part of the project's ethics and data protection review.
- Approved, secure or locally-hosted tools must be used where AI processes personal data or commercially sensitive information.

Ethics, reproducibility and environmental impact

- AI use in research must comply with relevant ethical approval processes and research governance, including consideration of algorithmic bias and potential harm.
- Researchers should acknowledge limitations of AI-supported methods (for example, variability of outputs and opaque models) and describe how they validated AI-generated content.
- Where possible, lower-impact tools (for example, smaller or local models) should be used for routine tasks to reduce environmental footprint.

These expectations apply alongside any funder, partner institution or disciplinary guidance on AI in research.

Guidelines for Staff

These guidelines apply to all staff, including teaching, support, management and staff engaged in scholarly or research activity, when using AI in any College capacity.

Permitted uses (examples)

- Generating first drafts of schemes of work, lesson plans, assessments and learning resources, which must then be reviewed, localised and quality-assured by the staff member.
- Generating or refining administrative documents, reports, communications, marketing copy and process maps to improve efficiency, provided no prohibited data is shared.
- Using AI for translation, summarising or accessibility enhancement (for example, transcripts, captions, reading level adjustment), subject to data protection constraints.
- Supporting research-related tasks such as literature scoping, idea generation, structuring and language editing, where this is transparently acknowledged and consistent with research and ethics expectations.
- In all cases, AI-generated content is a starting point only; staff are expected to refine, adapt and take full responsibility for any materials they use or share.

Prohibited or restricted uses

- Uploading personal data, sensitive categories of data, confidential business information or proprietary teaching/research materials to public AI tools, unless explicitly approved and covered by DPIA, ethics review, contractual and security controls.
- Using AI autonomously as the sole marker of formal assessments or to generate summative feedback, except within approved pilots and in line with Ofqual, JCQ and awarding body rules.
- Using AI tools that the College has explicitly blocked or restricted on security, privacy or safeguarding grounds on College devices or networks.
- Staff must not use unapproved AI meeting tools or extensions (for example, third-party bots or plugins such as Read.ai that automatically record and analyse meetings) on College systems, as these may inadvertently capture safeguarding-sensitive, confidential or personal information without appropriate controls. Where transcription is required, staff must use the approved transcription functionality within Microsoft Teams or any other College-approved platform.

Professional responsibilities

- Staff remain responsible for checking AI-generated content for accuracy, appropriateness, bias and currency, and for ensuring alignment with curriculum, research and awarding body specifications.
- Where AI has made a substantive contribution to teaching materials, assessment materials, research outputs or published College documentation, staff should include a brief note or methodological statement indicating that AI support was used, following College style guidance.
- Failure to adhere to this policy, including over-reliance on AI such that professional responsibilities are not met, or misrepresentation of AI-generated work as one's own, may be addressed under the College's staff conduct and disciplinary procedures.
- When using AI in research, staff must follow the "AI Use in Research" section of this policy and any applicable ethics, data protection and research governance procedures.

- It is the responsibility of all staff to report any potential malpractice. If any member of staff suspects malpractice by a staff member or student, they must report it to their line manager and the relevant Exams Manager. Such activity could breach the Staff Code of Conduct and may be investigated under the College's Staff Disciplinary Policy.

Training and support

The College will provide staff development on AI capabilities, limitations, ethics, safeguarding, data protection, research integrity and sector guidance (DfE, Jisc, JCQ, Ofqual and awarding bodies). Training will explicitly cover:

- Definitions and examples of AI misuse in assessments as set out in JCQ guidance (including use without referencing and incomplete or misleading references).
- Authenticity checks, including appropriate use and limitations of AI-detection tools as part of holistic judgement.
- The importance of keeping non-examination assessments and exemplar materials closely controlled and supervised in line with JCQ notices

Approved AI-Enabled Tools and Platforms

The College maintains an approved list of AI-enabled tools and platforms that may be used with College accounts and data. These tools have been reviewed for data protection, security and educational suitability.

Current approved tools include (but may not be limited to):

- **Microsoft 365 Copilot** and other AI features within the College's Microsoft 365 tenant (e.g. AI features in Word, Excel, PowerPoint and Outlook).
- **Microsoft** Power BI, Power Automate and other Microsoft services where AI capabilities are embedded and the service is deployed under the College's tenancy.
- **Teachermatic** (for approved teaching and learning use).
- **Canva** (including AI-assisted design features) for approved College use.
- **Kahoot** (including AI-assisted quiz generation) for approved teaching and learning use.

Use of other AI tools and platforms (for example, public services such as ChatGPT, Perplexity and similar tools) is not currently approved for use with College accounts or College data. Where staff choose to explore such tools using personal accounts, they must:

- Not upload College personal data, confidential information or protected intellectual property.
- Comply fully with the "Guidelines for Staff" and data protection requirements in this policy.
- Treat any outputs as drafts that must be checked and, where appropriate, re-worked before use with students or in College documentation.

The approved list will be maintained by IT and Systems & Innovation and updated as new tools are evaluated and either approved, restricted or prohibited.

Compliance and disciplinary considerations

Staff must only use AI tools with College data that appear on the College's approved tools list or have been explicitly

authorised through the appropriate governance and data-protection processes. Any use of unapproved platforms which breaches information security, data-protection requirements, or the expectations set out in this policy may be treated as a conduct issue and addressed under the College's staff disciplinary procedures.

Guidelines for Students

These guidelines apply to all New City College students, including apprentices and adult learners, when using AI for study, research or College-related work.

Learning with, not from, AI alone

- Students may use approved AI tools to support understanding—for example, to explain concepts, suggest practice questions, draft revision plans or help structure assignments—where permitted by course and assessment rules.
- AI must not be used to generate whole or substantial parts of assessed work or research outputs that are then presented as the student's own; doing so may constitute malpractice and could lead to serious sanctions under College and awarding body policies.

Transparency and referencing

- Where AI has been used in coursework, assessments or research (within permitted rules), students must follow College guidance on declaration and referencing, including naming the tool, date, and nature of its contribution, and retaining evidence such as screenshots or prompt history if requested.
- Failure to acknowledge AI use, incomplete or misleading references, or using AI so that the work no longer reflects the student's own analysis, evaluation or calculations will be treated as malpractice in line with JCQ guidance.

Data protection, online safety and digital citizenship

- Students must not input their own or others' personal or sensitive data into public AI tools, and should treat AI platforms as public spaces unless clearly informed otherwise. The College will provide education in digital citizenship, including the risks of misinformation, deepfakes, bias and over-reliance on AI, and the importance of respecting others' intellectual property online.
- Uploading other people's personal or sensitive data to AI tools (for example, classmates' or staff members' details, case information or images) may constitute a serious disciplinary and/or safeguarding breach and will be dealt with under the College's student behaviour and disciplinary policies.
- Programme areas and employers may provide additional, context-specific guidance, particularly for apprentices and work-based learners, which must also be followed.

Examinations, Assessments and JCQ Guidance

New City College is committed to protecting the integrity of qualifications by aligning its assessment practices with JCQ's *AI Use in Assessments: Your role in protecting the integrity of qualifications* and related guidance from regulators and awarding organisations.

Authentic work

In line with JCQ regulations, staff must only accept work for qualification assessments that is the student's own; inappropriate AI use such that the submitted work is not the candidate's own will be treated as malpractice and may result in sanctions up to and including disqualification from assessments or qualifications. Examples of AI misuse include, but are not limited to:

- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations.
- Failing to acknowledge use of AI tools when they have been used as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

The College will make these expectations explicit to students through assessment briefings, handbooks, induction and online guidance, and will ensure assessors are trained to recognise and respond appropriately to suspected AI misuse

Permitted AI support and acknowledgement

Where awarding body rules allow limited AI support (for example, for idea generation or language support in coursework), students must clearly acknowledge any AI use, following JCQ guidance on describing the tool used, the date and nature of its contribution, and providing evidence such as prompts and responses where required.

Staff will review both the final work and the evidence of AI use to ensure the learner has demonstrated independent thinking and met the relevant assessment criteria.

Preventing and detecting AI misuse

The College will implement a range of measures to reduce the risk of AI-enabled malpractice, including careful assessment design, increased supervised work where appropriate, clear rules on AI use and referencing, and close internal moderation of non-examination assessments, including procedures for assessing work in a way that reduces or identifies malpractice, e.g., plagiarism and AI (using Turnitin for the submission of coursework).

AI-enabled devices, including 'AI glasses' or similar wearable technology capable of capturing or transmitting audio, video or text, are not permitted in any examination or controlled assessment setting. Possession or use of such devices in exams will be treated in line with JCQ regulations on unauthorised materials and may constitute malpractice.

AI-detection tools may be used as one indicator but will not be relied on as sole proof; suspected cases will be considered holistically, with reference to JCQ guidance, centre policies and teacher judgement.

Use of AI by assessors

Teachers and assessors may use AI cautiously to support administrative aspects of assessment (for example, drafting generic feedback statements), but must not allow AI to determine marks or grades, and must always review and personalise any AI-generated feedback to the individual candidate.

Assessors to look out for AI indicators, for example, language style, lack of local knowledge, confidently wrong statements.

Any proposed use of AI in marking processes will be reviewed through College quality and exams governance, ensuring compliance with JCQ and awarding body rules that AI must not act as the sole marker of learners' work.

Control of exemplar materials

- Teachers may use exemplar non-examination assessments to illustrate expectations, but must closely control and supervise their distribution, in line with JCQ Notice to Centres on sharing candidates' work.
- Exemplar materials, including those obtained from external providers, must not be made freely available for candidates to copy, and where they are used as reference material this must be clearly signposted and not used as a model answer.

The Exams Team, supported by Quality and Curriculum leads, will keep JCQ and awarding body AI guidance under review and update College procedures, training and communication accordingly, including during periods of disruption such as industrial action.

Future Skills Development

New City College will embed AI literacy and related digital capabilities across staff and student development so that the College community can use AI critically, safely and effectively in learning, research and work.

- **Students** will be supported to understand how different AI tools work at a high level, recognise their limitations and risks (including bias and hallucination), and use AI to enhance rather than replace their own thinking and skills.
- **Staff** development will focus on using AI to support pedagogy, assessment, inclusion and research, while maintaining academic integrity, complying with sector guidance and modelling responsible use to learners.

Efficiencies

AI will be used to support sustainable workload reduction and operational efficiency, freeing staff to focus on high-value teaching, support, research and relationship-based work.

- Typical applications include drafting routine communications and resources, supporting scheduling and enrolment processes, and providing triage or signposting in student support services, subject to appropriate oversight.

- Any efficiency initiative using AI must assess impacts on staff workload, student experience, equality, data protection, research integrity and environmental sustainability, and be approved through relevant College governance routes before implementation.

Risk Management of AI

AI use will be subject to structured risk management covering safety, ethics, data, security, equality and reputation.

Data protection and information security

- All significant AI initiatives that process personal data or influence significant decisions will undergo a Data Protection Impact Assessment and security review, including supplier due diligence and contractual controls.
- Cybersecurity measures, including technical controls and staff awareness, will be maintained to prevent misuse, data breaches or unauthorised access associated with AI tools.
- Wherever possible, data used with AI tools must be anonymised or pseudonymised so that individuals are not identifiable.
- Any AI use involving non-anonymised personal data requires formal sign-off from the Data Protection Officer (DPO) before the processing begins.

Bias, discrimination and safeguarding

- AI systems will be monitored for biased or discriminatory outcomes, with Equality Impact Assessments conducted where appropriate and actions taken to mitigate identified risks.
- Any safeguarding concerns linked to AI use, including exposure to harmful content or grooming risks, must be reported through existing safeguarding procedures and will be treated in line with DfE guidance and KCSIE.

Academic integrity and malpractice

- The College will align with JQC and awarding body guidance on the use of AI in assessments, including guidance on acceptable support, referencing expectations and responses to suspected AI-enabled malpractice.
- AI-detection tools may be used as one source of evidence but will not be solely determinative; concerns will be considered holistically, with opportunities for students to demonstrate their knowledge through alternative means where appropriate.

Environmental and operational risk

- Environmental impacts and resilience risks (for example, dependency on single vendors) will be considered in all major AI procurements and strategic decisions.

Monitoring and Review

AI use at New City College will be overseen through clear governance arrangements and systematic review.

- Named senior leaders, including the Group Director of Systems and Innovation, Data Protection Officer, IT, Quality, Safeguarding, Exams and Curriculum leads, will monitor AI-related activity within their remit and report through existing committees.

- This policy, and associated procedures for teaching, assessment and research, will be reviewed at least annually—or sooner where there are significant changes in technology, external guidance or regulatory expectations—and updated in consultation with staff, students and key stakeholders.

Appendix A – Key External References

A1. Government and regulator guidance

- **Department for Education (DfE)**
 - Generative artificial intelligence (AI) in education – core national guidance on opportunities, risks and expectations for AI in education.
<https://www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-educationgov>
- **Regulation of AI in qualifications**
 - Sector/regulator communications on the regulation of AI in the qualifications sector and expectations for centres and awarding bodies.
(Example: Gateway summary) <https://www.gatewayqualifications.org.uk/news/regulation-of-the-use-of-artificial-intelligence-in-the-qualifications-sector/gatewayqualifications>

A2. Sector and FE-specific guidance

- **Jisc – Principles and maturity models**
 - Principles for the use of AI in FE colleges – sector framework for safe, ethical and effective AI use.
<https://nationalcentreforai.jiscinvolve.org/wp/2024/03/08/principles-for-the-use-of-ai-in-fe-colleges/nationalcentreforai.jiscinvolve>

A3. JCQ and exams / assessment integrity

- **JCQ (Joint Council for Qualifications)**
 - AI Use in Assessments: Your role in protecting the integrity of qualifications – core guidance for centres, staff and candidates on acceptable and unacceptable AI use.
<https://www.jcq.org.uk/exams-office/malpractice/artificial-intelligence/jcq>
 - JCQ updates and centre communications on AI and malpractice (via exam board news, e.g. OCR and AQA summaries below).
- **Examples of JCQ-focused summaries**
 - OCR – JCQ guidance: AI use in assessments now available.
<https://www.ocr.org.uk/administration/support-and-tools/subject-updates/jcq-guidance-ai-use-in-assessments-now-available/ocr>
 - AQA – Artificial intelligence in assessments | JCQ Update.
<https://www.aqa.org.uk/blog/updated-jcq-guidance-use-of-artificial-intelligence-in-assessmentsaqa>

A4. Awarding body guidance on AI in assessments

- **Pearson (including BTEC)**
 - Pearson qualifications – guidance on AI in assessments, authenticity of learner work and malpractice for BTEC and other Pearson programmes (accessed via Pearson’s centre support pages).
<https://qualifications.pearson.comocr>
- **NCFE**
 - Use of Artificial Intelligence (AI) in assessments – centre guidance on acceptable AI use, internal assessment and malpractice.
<https://www.ncfe.org.uk/customer-and-learner-support/centre-assessment-support/use-of-artificial-intelligence-ai/ncfe>
- **City & Guilds**

- City & Guilds – centre guidance on digital assessment and use of AI (access via main site and search “artificial intelligence” / “AI in assessments”).
<https://www.cityandguilds.com/gatewayqualifications>
- **AQA**
 - AQA – guidance and blogs summarising how JCQ AI guidance applies in practice for GCSE/AS/A-level and other AQA qualifications.
<https://www.aqa.org.uk/blog/updated-jcq-guidance-use-of-artificial-intelligence-in-assessmentsaqa>
- **OCR**
 - OCR – centre update pointing to JCQ’s AI guidance and expectations for centres.
<https://www.ocr.org.uk/administration/support-and-tools/subject-updates/jcq-guidance-ai-use-in-assessments-now-available/ocr>
- **Gateway Qualifications**
 - Regulation of the use of artificial intelligence in the qualifications sector – summary of regulatory expectations, including AI use in assessments.
<https://www.gatewayqualifications.org.uk/news/regulation-of-the-use-of-artificial-intelligence-in-the-qualifications-sector/gatewayqualifications>

A5. Safeguarding, online safety and filtering/monitoring

- **DfE and safeguarding expectations**
 - DfE guidance on AI and safeguarding/online safety, including expectations reflected in Keeping Children Safe in Education and related briefings for schools and colleges.
(For example, sector summaries:)
<https://smoothwall.com/resources/dfeguidanceongenerativeaiasummaryforsltsdslsmoothwall>
- **Smoothwall – sector summary**
 - Department for Education Guidance on Generative AI – Summary for SLTs/DSLs – practical overview of DfE AI guidance with a focus on safeguarding, filtering and monitoring.
<https://smoothwall.com/resources/dfeguidanceongenerativeaiasummaryforsltsdslsmoothwall>

A6. Practice, research and implementation resources

- **Examples of HE/FE practice guidance (for staff development)**
 - AI in teaching and assessment guides produced by universities/colleges (e.g. institutional pages on “AI in teaching and assessment”) that illustrate good practice and can inform staff CPD.
(Example type resource:)
<https://www.ocr.org.uk/administration/support-and-tools/subject-updates/jcq-guidance-ai-use-in-assessments-now-available/ocr>
- **AI, environment and digital inequality**
 - Sector articles and reports on environmental impacts of AI and digital inequality to support ethical and proportionate adoption.
(Example type resources summarised in policy commentary.)[ai-in-education+1](#)