



Centre Guide
Artificial Intelligence Policy Guidance

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Version History

Version Number	Date	Description
1	July 2025	Documented Created

Section 1 – Scope

1.1 Introduction

This guide has been developed to support centres in formulating their own Artificial Intelligence (AI) policy. It is intended as a supportive resource that requires personalisation to reflect the unique context, values, and strategic approach of each centre. Given the dynamic nature of AI, centres are encouraged to regularly review and adapt their policies to remain aligned with ongoing technological advancements and ethical considerations.

1.2 About us

AIM is a leading Awarding Organisation (AO) and one of the UK's largest Access Validating Agencies (AVA). We work in partnership with colleges, independent training providers, universities, employers, and voluntary organisations to develop accredited and regulated vocational qualifications. Our qualifications cover a range of academic levels from Entry Level to Level 6 across a wide range of subject areas. As an AVA we are licensed by the Quality Assurance Agency (QAA) to develop and award nationally recognised Access to Higher Education Diplomas. AIM is also an independent, government recognised, End-Point Assessment Organisation (EPAO) responsible for an apprentice's final assessment to ensure they can do the job for which they have been trained.

Section 2 – Artificial Intelligence policy

2.1 What is Artificial Intelligence (AI)

Artificial Intelligence (AI) is an umbrella term that covers several different types of AI. Technology is already widely used in both commercial and everyday applications, and its influence is anticipated to continue to grow exponentially, impacting almost all industries and job sectors, including education, particularly with the development of Generative AI.

If used safely, effectively and with the right infrastructure in place, AI can support every learner, regardless of their background, to achieve and develop the knowledge and skills they need for life and employment.

Generative AI has become a widely used tool in a short period of time that is more accessible by non-specialists. Generative AI refers to technology that can be used to create new content based on large volumes of data that models have been trained on from a variety of works and other sources.

Generative AI is a rapidly evolving and increasingly freely available technology built on large language models (LLMs). LLMs are models trained on large amounts of data, enabling them to understand and generate human-like content including written tasks, answering questions, creating images and video

simulations based on the user's input, and this is what most learners will be familiar with, e.g. ChatGPT, Co-Pilot or Google Gemini.

Narrow AI is designed for specific tasks and cannot be easily adapted; it is used to complete a job using set data, e.g. using facial recognition to unlock phones, whereas General-purpose AI can perform many tasks and can be adapted for different uses.

To enable centres to support their staff and learners, it is important to consider how you will ensure appropriate use of AI. You may wish to include appropriate use of AI within your existing malpractice and maladministration policy or within a centre wide IT policy, however, some centres are considering developing an explicit AI policy. Whatever your approach, we suggest centres consider the following content:

- Definition of AI
- Use of AI by Staff
- Use of AI by Learners
- Use of AI in Assessments
- Use of AI in Marking and Feedback
- Acknowledgment and Referencing AI
- Potential misuse of AI
- Data Protection implications of using AI
- Training and CPD
- Dealing with cases of Malpractice linked to AI
- The opportunities and challenges of using AI
- Cyber Security
- Authorised AI tools
- Monitoring and Review

The following information outlines key considerations for centres when developing their AI policies under each of the proposed headings. Please be aware that, due to the rapid and ongoing advancements in AI, it is essential that these considerations are reviewed and updated on a regular basis to ensure continued relevance and effectiveness.

2.2 Definition of Artificial Intelligence (AI)

AI refers to the capability of a computer or computer-controlled robot to carry out tasks typically associated with intelligent beings. In the context of learning and assessment, AI tools can be used to generate information and content that may contribute to work submitted for qualifications, or to assist in the creation of assessments themselves.

Everyone involved in qualifications and End-Point Assessment (EPA) should be aware that AI tools are continually evolving. However, they may still produce inaccurate or inappropriate content, so their limitations must be carefully considered.

2.3 Use of AI by Staff

In alignment with the Department for Education (DfE) recommendations, it is essential that all outputs generated by AI tools are critically evaluated to ensure they are accurate, contextually appropriate, and free from bias. Human oversight and accountability must remain central to the use of generative AI. Staff members are responsible for both the input provided to AI systems and how the output is applied.

AI tools should be used responsibly and ethically, serving to enhance, rather than replace, professional judgment and expertise. The role of AI is to support educational practice, not to substitute the critical thinking, subject specialist, and pedagogical insight of teaching staff.

Centres are encouraged to explore AI tools that can assist in the development of educational resources. These may include:

- Creating whole-class or personalised lesson plans
- Generating extension tasks
- Identifying potential knowledge gaps
- Suggesting relevant topics or learning activities

Authorised AI platforms may offer suggestions that can serve as a starting point for lesson planning. Teaching staff are permitted to use these suggestions, provided they apply their professional expertise to adapt and refine the content to meet the specific learning objectives of individual pupils.

Regular review and professional discretion are essential to ensure that AI-supported practices remain aligned with educational standards and the needs of learners.

2.4 Use of AI by Learners

All learners must clearly declare any use of AI tools in the completion of their work. Undeclared use of AI constitutes malpractice and must be addressed in accordance with the centre's established malpractice policy.

For subjects involving written assessments, particularly at Level 2 and above, centres are advised to design tasks that enable learners to demonstrate their individual skills and knowledge independently of AI assistance. This may include, for example, conducting professional discussions with learners following the submission of written work, to verify understanding and ensure authenticity.

Learners must be informed of:

- Which AI tools are permitted for use
- The appropriate methods for referencing AI-generated content
- The importance of transparency and academic honesty when using AI

Centres should ensure that learners are supported in understanding both the ethical implications and the practical responsibilities associated with AI use in educational contexts.

2.5 Use of AI in Assessments

Generative AI tools can offer valuable support across various aspects of teaching and learning. When used thoughtfully and responsibly, these tools can enhance efficiency, creativity, and personalisation. Centres are encouraged to explore the following potential applications, while ensuring that AI complements, rather than replaces, professional expertise:

- **Lesson Planning and Content Development**
AI can assist in generating ideas for lesson content and structure, supporting both short-term and long-term planning.
- **Formative Assessment Support**
Tools may be used to create quizzes or formative tasks based on specific content, and to provide initial feedback on learner responses.
- **Data Analysis for Assessment**
AI can support the analysis of marking data, helping to identify trends or areas for targeted intervention.
- **Custom Text Generation**
Educators can use AI to produce text tailored to a specific style, length, or reading age, supporting differentiation and accessibility.
- **Visual and Multimedia Resources**
AI tools can generate images to illustrate complex concepts or serve as exemplars. They can also convert text into alternative formats such as podcasts or verbal explanations.
- **Exam Preparation**
AI can be used to generate exam-style questions from existing tasks, aiding in revision and assessment preparation.

These applications should always be guided by professional judgment, with staff reviewing and adapting AI-generated content to ensure it aligns with curriculum goals and learner needs.

2.6 Use of AI in Marking and Feedback

The integration of AI in marking and feedback processes offers opportunities to enhance consistency and timeliness in assessment. It is important to recognise that AI is used to support, rather than replace, professional academic judgment, and that transparency, fairness, and data protection are always upheld.

- **Integrity of Assessment:** AI must support, not undermine, the validity, reliability, and fairness of assessments.
- **Transparency:** where AI is used to support marking or feedback, learners and stakeholders must be informed of its role and limitations.
- **Human Oversight:** AI may assist in marking and feedback but cannot wholly replace human judgement in high-stakes assessments unless explicitly approved under regulatory guidelines.
- **Data Ethics:** any AI system used must comply with data protection legislation (e.g. UK GDPR), especially in relation to learner data, profiling, and automated decision-making.
- **Assisted Marking:** for objective assessments (e.g. multiple choice, short answer), AI may auto-score responses.
- **Marker Support:** AI tools may assist human markers by suggesting marks or identifying patterns, inconsistencies, or anomalies.
- **Feedback Generation:** AI may generate draft feedback for learners based on their performance, provided it is reviewed and approved by a qualified human marker.
- **Analytics and Insight:** AI can be used to support examiners or QA teams in analysing large sets of marking data to identify outliers or trends.

2.7 Acknowledgment and Referencing AI

To promote transparency and academic integrity, it is important that all learners are clearly informed about which AI tools are permitted for use in their coursework or assessments.

Where the use of AI is allowed, learners must provide appropriate references to acknowledge the support received. This should include:

- The name of the AI tool used
- The date the content was generated
- A brief explanation of how the AI-generated content was used
- A screenshot showing both the prompt or question entered and the AI's response

This process helps ensure responsible use of AI and supports the verification of learner understanding. Centres should provide clear guidance and support to help learners meet these expectations confidently and consistently.

2.8 Potential misuse of AI

Misuse of AI occurs when a learner submits work that does not reflect their own understanding, without appropriately acknowledging the use of AI tools.

Examples of AI misuse may include, but are not limited to:

- Copying or paraphrasing sections of AI-generated content to the extent that the submitted work no longer represents the learner's own effort
- Submitting entire responses generated by AI without meaningful personal input or analysis
- Using AI to complete parts of an assessment, such as analysis, evaluation, or calculations, without demonstrating individual understanding
- Failing to acknowledge AI tools used as sources of information
- Providing incomplete or unclear references to AI-generated content
- Submitting assessments with misleading or intentionally incomplete citations or bibliographies

Centres should ensure that learners are supported in understanding what constitutes appropriate use of AI and how to reference it correctly. Clear guidance, training, and regular reminders can help learners make informed decisions and avoid unintentional breaches of policy.

Any suspected misuse should be addressed in accordance with the centre's malpractice policy.

2.9 Data Protection implications of using AI

It is important that staff and learners understand the implications of using Generative AI tools. These systems may collect and use input data to improve their functionality, which can pose significant risks to data privacy and security.

Key Principles to consider:

- **Protecting Personal and Sensitive Information:**
Staff and learners must avoid entering any personal data, intellectual property, or confidential information (such as commercially sensitive material or contractual details) into Generative AI tools. This includes tools that generate content based on user input, as the data entered may not remain private or secure.
- **Understanding AI Data Practices:**
Staff are encouraged to develop a clear understanding of how Generative AI technologies collect,

store, and use data. This knowledge should be shared with learners to promote responsible and informed use of these tools.

- **Registration and Data Sharing:**

When registering for access to certain Generative AI platforms, users may be asked to provide personal details such as names and email addresses. In such cases, a Data Protection Impact Assessment (DPIA) may be required to ensure compliance with data protection regulations.

- **Introducing New AI Tools:**

Staff wishing to use new or currently unauthorised AI tools must first evaluate whether a DPIA is necessary. All use of AI tools must align with the centre's Data Protection Policy and follow the established processes.

- **Recognising Data Processing Risks:**

It can be difficult to determine when AI tools are processing personal data. Staff should exercise caution and not assume that data is not being processed simply because it is not immediately visible.

2.10 Training and CPD

To ensure the effective and responsible integration of authorised AI technology. Staff should be provided with appropriate training and ongoing support, which may include:

- **Professional Development:**

Staff will have access to professional development opportunities focused on the use of authorised AI tools. This includes guidance on how to integrate these technologies effectively into teaching, learning, and administrative tasks.

- **Planned and Responsive Support:**

Training and support may be incorporated into staff personal development reviews and appraisals. Additional support may also be provided on an "as-needed" basis to respond to emerging needs or new developments in AI technologies.

- **Staff Responsibility:**

Staff are encouraged to take an active role in identifying their own training and development needs related to AI. This helps ensure they remain confident and compliant with relevant policies and best practices.

2.11 Dealing with cases of Malpractice linked to AI

As AI tools become more accessible, it is important that students and staff understand how to use them responsibly and ethically. You may wish to consider:

- **Learner Awareness and Education:**

Learners should be supported in understanding what constitutes academic malpractice, including the misuse of AI tools. They should be taught how to properly reference sources and acknowledge the use of AI in their work. This guidance should be embedded into teaching and learning practices.

- **Reporting and Investigation Procedures:**

Any suspected cases of malpractice, including the misuse of AI, must be reported to AIM Qualifications and Assessment Group in accordance with the centre's established procedures. Staff should be familiar with these processes and act promptly when concerns arise.

- **Sanctions for Misuse:**
Confirmed cases of AI misuse may result in sanctions, in line with the centre's Malpractice Policy. These measures are in place to uphold fairness and academic standards.
- **Authenticity of Student Work:**
If a teacher has reasonable doubts about the authenticity of a learner's submitted work, such as suspicion that AI-generated content has been used without proper acknowledgement, they must investigate and take appropriate action. This may include discussions with the learner, further review of the work, or escalation through formal channels.
- **Policy Integration:**
The responsible use of AI must be clearly addressed within the centre's Malpractice Policy. This ensures consistency in expectations and procedures across all departments.

2.12 Cyber Security

As the use of AI tools becomes more integrated into teaching, learning, and assessment, ensuring robust cyber security practices is essential, the following should be considered:

- Sharing of personal data and commercially sensitive information.
- Implementing robust cybersecurity measures, including encryption, timely security patches and updates, strict access controls, and secure data storage.
- Establishing clear oversight procedures and controls for data practices, system modifications, and incident response to ensure data integrity.
- Ensuring that any suspected or confirmed security incidents are promptly reported to the Data Protection Officer.
- Conducting a thorough evaluation of the security of any AI tool before authorising its use. This involves reviewing the tool's security features, terms of service, and data protection policies, which should be part of the Data Protection Impact Assessment (DPIA) process.
- Remaining vigilant against deepfakes—synthetic media that can create convincing videos or audio, which may be used to spread misinformation or commit cyber fraud through impersonation.
- Providing training for staff and pupils on the importance of cybersecurity and the potential risks of AI being used in cyber-crime.

2.13 Authorised AI tools

It is essential for both teachers and students to understand that AI tools are evolving rapidly, and while they offer powerful capabilities, they also have limitations, such as the potential to generate inaccurate or inappropriate content. The use of AI tools by students during qualification assessments can carry serious risks, including the potential for academic malpractice, which may result in severe penalties.

Centres must ensure:

- Clear guidelines are communicated to learners on what constitutes authorised use.
- Staff are trained in the appropriate use of AI tools and their limitations.

- Learner use of AI is monitored, especially in assessed work.
- Centres keep an up-to-date record of which AI tools are being used, by whom, and for what purpose.

2.14 Monitoring and Review

Centres are responsible for ensuring they remain compliant with the most current guidance and should contact the Awarding Organisation for clarification where needed.

Centres will need to recognise that the landscape is evolving, and centres should be reviewing their policies for accuracy and updating accordingly. This includes regularly checking for updates from DFE and JCQ guidelines.

If you have any questions or would like support, please do not hesitate to contact quality@aimgroup.org.uk, we would be happy to arrange a meeting to support you and your team.

Section 3 - Useful links and Templates

Useful Links

Please note that these resources reflect the information available at the time of publishing. Given the rapid advancements in this field, updates will be necessary. Therefore, readers are encouraged to use this as a starting point rather than a definitive list.

<https://www.jcq.org.uk/exams-office/blogs/updating-the-jcq-document-on-ai-use-in-assessments/>

[AI-Use-in-Assessments Apr25 FINAL.pdf](#)

[Generative artificial intelligence \(AI\) in education - GOV.UK](#)

[Using AI in education settings: support materials - GOV.UK](#)

<https://www.gov.uk/government/publications/ofquals-approach-to-regulating-the-use-of-artificial-intelligence-in-the-qualifications-sector>

[ChatGPT in lesson preparation - Teacher Choices trial | EEF](#)

[Teaching with ChatGPT](#)

<https://www.gov.uk/government/publications/generative-ai-in-education-educator-and-expert-views>

<https://www.gov.uk/government/publications/generative-ai-in-education-user-research-and-technical-report>

<https://www.gov.uk/government/publications/research-on-parent-and-pupil-attitudes-towards-the-use-of-ai-in-education>

Templates

The Education Data Hub have provided Centres with an AI policy template which can be utilised and adapted for your Centre - [AI Policy Template 2025 - Education Data Hub.](#)

Training

AIM Qualification and Assessment Group hold regular training sessions on AI throughout the year, you can review training dates here on the website - [Events | AIM Qualifications and Assessment Group](#)