

ACADEMIC USE OF GENERATIVE AI POLICY

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ACADEMIC USE OF GENERATIVE AI POLICY		
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This document defines the policy for the use of Generative AI (GenAI) in academic work at All Nations Christian College, including on courses validated by The Open University. This content has drawn on the following external sources: https://about.open.ac.uk/policies-and-reports/policies-and-statements/generative-ai-learning-teaching-and-assessment-ou-0 https://www.qaa.ac.uk/docs/qaa/members/maintaining-quality-and-standards-in-the-chatgpt-era.pdf https://www.russellgroup.ac.uk/policy/policy-briefings/principles-use-generative-ai-tools-education		
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ALL NATIONS CHRISTIAN COLLEGE

To cultivate biblically rooted, hope-filled and culturally relevant engagement with God's mission, by training and equipping disciples of Jesus Christ in partnership with the global church.

ACADEMIC USE OF GENERATIVE AI POLICY

Executive Summary

This policy outlines the principles and regulations governing the academic use of Generative Artificial Intelligence (GenAI) by students at All Nations Christian College. It aims to balance the opportunities GenAI presents with the need to uphold academic integrity, critical thinking, and ethical standards. The policy applies to all academic work, including courses validated by The Open University, and is subject to annual review by the AI Working Group.

Acceptable uses of GenAI (section 5) include identifying key sources, summarising academic arguments (with proper citation), generating illustrative content, and supporting learning for students with additional needs. GenAI may also be used in coursework where explicitly permitted and in basic writing assistance tools like Grammarly for spelling and grammar correction.

Unacceptable uses (section 6) include using GenAI to write or rewrite assessed work, translate assignments, or submit AI-generated content as original student work. Such actions are considered academic misconduct and are subject to investigation under the College's Academic Misconduct Policy.

The policy emphasizes the importance of using GenAI tools in protected modes to safeguard sensitive data and mandates the use of Microsoft Copilot as the standard tool. Roles and responsibilities are clearly defined across governance bodies, academic staff, and students to ensure compliance, training, and continuous improvement of the policy.

This policy must be read in conjunction with the College Academic Misconduct Policy.

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1. INTRODUCTION

- 1.1. This policy addresses the use of Generative Artificial Intelligence (GenAI) by students in the course of their studies at All Nations Christian College. It does not address the use of GenAI in other parts of the College's operations; this will be addressed by the Artificial Intelligence policy, which is still under development. It is intended that later versions of this policy will also address the use of AI for academic purposes by other members of the College community.
- 1.2. This policy defines the acceptable and unacceptable uses of GenAI by students for academic purposes within All Nations Christian College, and the consequences for breaches of the policy.
- 1.3. This policy has been written on the understanding that the capabilities of AI are changing rapidly, and it is therefore proposed that this policy should be kept under review by the AI Working Group, and revised whenever required by significant developments in All Nations' IT infrastructure or the capabilities of key tools, and at least annually.

2. LEGISLATIVE FRAMEWORK

- 2.1. This policy contains rules and regulations of the College which have been prepared in line with Open University regulations and, where appropriate, the requirement of the Office for Students' Regulatory Framework, and the UK Quality Code for Higher Education.

3. DEFINITIONS

For the purposes of this policy the following definitions apply:

- 3.1. **Artificial Intelligence (AI).** According to IBM, 'Artificial intelligence (AI) is technology that enables computers and machines to simulate human learning, comprehension, problem solving, decision making, creativity and autonomy.'¹ Forms of AI are widely implemented in the systems we use every day, in things such as internet searches, interactions with chatbots, the algorithms used by social media and entertainment services, etc – and also in the automation of many functions in manufacturing and data processing.
- 3.2. **Generative Artificial Intelligence (GenAI).** In contrast to the more general definition of AI above, Generative AI creates (generates) new content, based on very large volumes of existing data. It can be used to generate text, and to produce images, music, video, and other forms of content. Marr summarises the differences: 'Traditional AI systems are primarily used to analyze data and make predictions, while generative AI goes a step further by creating new data similar to its training data.'² QAA guidance on the use of GenAI states that 'Generative Artificial Intelligence tools are based on large language models (LLMs) such as ChatGPT and have been trained with vast databases to write coherent text in a particular style according to the instructions (prompts) given by the user.'³ Note the key elements of this interaction: the

¹ IBM. 2024. 'What is Artificial Intelligence (AI)?' <https://www.ibm.com/think/topics/artificial-intelligence>

² Marr, 2024. 'The Difference Between Generative AI And Traditional AI: An Easy Explanation For Anyone'. Forbes. <https://www.forbes.com/sites/bernardmarr/2023/07/24/the-difference-between-generative-ai-and-traditional-ai-an-easy-explanation-for-anyone/>

³ QAA 2023. <https://www.qaa.ac.uk/docs/qaa/members/maintaining-quality-and-standards-in-the-chatgpt-era.pdf>

source material available to the GenAI tool, the focus on the production of coherent text, and the prompt given by the user.

3.3. AI Writing Assistance. Some GenAI tools⁴ focus on assisting the user to write correct text in a certain style. At the basic level, this consists of flagging errors, in a way similar to a spell checker or grammar checker. At a more advanced level, generally requiring a paid-for subscription, these tools are capable of re-writing the material supplied by the user, to fit the style requirements of a particular context (e.g. academic style for an assignment), with the result that the output is no longer their own writing. As discussed below (sections 5 and 6), students are not permitted to use this more advanced level for (re-)writing their assignments.

4. UNDERLYING ASSUMPTIONS

- 4.1.** AI is embedded in many of the systems that students and staff use every day, and cannot be completely avoided. There are many potentially positive applications of AI in the fields of mission and ministry, as well as in wider society. Therefore, All Nations should seek to equip students and staff to use these tools with skill, integrity and discernment.
- 4.2.** There are ethical issues to consider in any use of AI, including its environmental impact, its social impact in deepening inequality, and its reproduction and propagation of biases embedded in its source material.
- 4.3.** Despite the wide reach of AI, it is still important for students to gain skills in researching a subject, structuring and expressing an argument, and critical thinking. All Nations should seek to support students in developing these skills. Unrestrained use of GenAI would be likely to have the effect of de-skilling students, by removing the need to develop their own cognitive and academic abilities.
- 4.4.** Under the supervision of Learning Services, it may be possible to use GenAI within the Learning Foundations & Academic Strategies training programmes, to help students (including those studying in a language other than their own) to develop these essential academic skills. Within a Learning Support setting, GenAI may be a particularly valuable tool in developing the skills of students with additional learning needs.
- 4.5.** The outputs of GenAI are dependent on the source material available to it, and on the prompts given by the user. This means that, although they may be a useful starting point, the outputs may be wrong, misleading or incomplete.
- 4.6.** Assessment is designed to test whether students have achieved the learning outcomes of the module. It therefore remains essential that work submitted for assessment is the student's own work, and not written (or re-written) by another person, or by GenAI. This applies both to written work and to all other forms of assessment (presentations, images, compositions, performances, etc).
- 4.7.** GenAI queries in English are likely to yield a more complete or accurate output than many other languages, because of the large volume of English-language source material they have available to them.

⁴ Grammarly is an example of an AI Writing Assistant. Other GenAI tools, including ChatGPT and Copilot, can also be used to fulfil this function.

5. ACCEPTABLE USE OF GEN AI

5.1. It is acceptable to use Generative AI in the following situations:

- 5.1.1. To help to identify key sources. The student should then go to those sources to refer to what their author actually said.
- 5.1.2. To gain an overview of the key arguments made in an academic paper. This is not a substitute for reading the paper, and citations should be to the original paper, not to GenAI's summary. This must not be used as a short-cut to developing and applying the skill of summarising a paper, which may be required as an assessment in some modules.
- 5.1.3. As a source in its own right, cited in a piece of work. This is likely to apply mainly to brief definitions, analogous to citations from a dictionary. It will also apply to illustrations generated by AI, and other material as discussed below. The rules for citation of GenAI are in the Style and Citation Guide.
- 5.1.4. Where specifically required as part of the coursework or assessment of a module. In this case, the module tutor would give specific instructions about how GenAI is to be used.
- 5.1.5. As a source of images for illustrative purposes, or other material (e.g. musical composition, video, etc) within an original creative work, where the creative input of the student is in the development of the prompts.
- 5.1.6. In ways specifically permitted as a reasonable adjustment, as part of a Learning Support plan agreed with Learning Services.
- 5.1.7. To develop skills in structuring arguments and expressing ideas in academic English – but **NOT** for any essay topic submitted for assessment and presented as the student's own work.
- 5.1.8. Within a writing assistant tool (e.g. Grammarly), to highlight errors in spelling and grammar, which the writer then corrects. This is similar to the limits on the work of a human proof-reader, as described in the programme handbook.
Note that it is NOT acceptable to use the advanced features of Grammarly (or similar tools) to re-write work in a 'better' academic style.

5.2. In all cases, unless specifically instructed to the contrary by module tutors or learning support, only the basic (non-subscription) level of GenAI tools may be used. This is to ensure that the same tools are available to all students. Microsoft Copilot is provided to students as part of Microsoft 365, and so this is the standard GenAI tool for use at All Nations.

5.3. In all cases, without exception, the GenAI tool must be used in an off-line or protected mode, to ensure that All Nations material and student-generated material is not uploaded and used to train the LLM. This is for reasons of security, to prevent sensitive or copyrighted material being made available publicly. Microsoft Copilot provides this capability so long as the user is logged in via their college email address, and it must always be used in this mode.

6. UNACCEPTABLE USE OF GEN AI

It is unacceptable to use Generative AI in the following ways:

- 6.1. To re-write an assignment in a more correct academic style, or to translate it into English. Having work re-written by AI (e.g. Grammarly) is the same as having work re-written by another person, and would be regarded as Academic Misconduct (See programme handbooks and Academic Misconduct policy).
- 6.2. To produce portions of written or other material that are submitted for assessment as the student's own work. This would be regarded as serious Academic Misconduct.
- 6.3. Without citation. Any quotations from the output of a GenAI query must be referenced as shown in the Style and Citation Guide. If GenAI is used in the research stage of an assignment, this should be clearly stated.

7. MISCONDUCT

- 7.1. Failure to comply with the rules given in sections 5 and 6 above may give rise to an allegation of academic misconduct, as described in the Academic Misconduct Policy.

8. COMPLAINTS AND APPEALS

- 8.1. Should a student who has been investigated by the College for an accusation of academic misconduct related to the use of GenAI feel the outcome of the investigation was unreasonable, they may appeal using the College Academic Appeals Policy.

9. ROLES, RESPONSIBILITIES, POLICY APPROVAL AND REVIEW

- 9.1. **The Board of Trustees** have legal oversight and responsibility for all College policies, but have delegated to the Academic Board the authority to ensure fit-for-purpose policies and procedures related to academic provision are in place. The Board of Trustees are responsible for ensuring:

- Academic provision at the College is adequately resourced.
- They receive details from the Academic Principal of any serious incident or one which could be of reputational risk to the College, which should be reported to either the Open University, the Office for Students and/or the Charity Commission.

- 9.2. The **Academic Board**, who are also authorized by the Open University through its accreditation process, acts on behalf of the Board of Trustees on all academic matters. They are responsible for:

- Ensuring that the academic activities of the College support its mission statement and values.
- Ensuring that a fit-for-purpose Academic Use of GenAI policy is approved by them and complies with all relevant legislation and regulations (e.g. the regulations of The Open University).
- Overseeing the effective implementation of this policy and ensuring it is satisfactorily managed.

- Ensuring that the principles of this policy are:
 - Considered when managing and planning academic matters.
 - Reviewed by exploring what can be learned from academic misconduct investigations/appeals/complaints when they occur.
 - Reviewed in consultation with academic staff, students and The Open University, as a means of constantly seeking to improve the College's academic provision.
- Ensuring they receive details from the Academic Principal of reported incidents and outcomes of cases (particularly where a significant impact on someone has occurred or lessons need to be learned), or details of a serious incident or one which could be of reputational risk to the College.

9.3. The **Head of Learning Services** and the **Quality Assurance Committee** are jointly responsible for the annual monitoring and review of this policy and recommending approval to the Academic Board for all changes.

9.4. The Academic Principal is responsible for providing leadership for all academic provision of the College and for leading the college's Academic Use of GenAI Policy and practice by:

- Monitoring investigations into academic misconduct and any subsequent appeals process.
- Ensuring that decision making complies with College and Open University regulations and is applied consistently across academic provision.
- Reporting to the External Examiners the outcome where academic misconduct is suspected.
- Reporting to the Academic Board and Senior Leadership Team incidents and outcomes of cases (particularly where a significant impact on someone has occurred or lessons need to be learned), or details of a serious incident or one which could be of reputational risk to the College.
- Ensuring the College and its staff comply with any appeals process undertaken by an outside agency (e.g. The OU or the OIA).

9.5. The Academic Principal, Programme Leaders, Head of Learning Services and Module Tutors are responsible for

- Training and advising students about ethical, effective and responsible use of GenAI, where appropriate.
- Advising students on Acceptable and Unacceptable use of GenAI, and providing clear guidance about the boundaries for its use in specific modules and assessment tasks.
- Ensuring that students comply with this policy, and applying the Academic Misconduct Policy where necessary.

9.6. The AI Working Group is responsible for:

- Monitoring developments in the capabilities of GenAI and the range of responses to them in the Higher Education sector.
- Identifying the impact of any changes to the college IT infrastructure.
- Recommending changes to this policy.

9.7. The Student Academic Representatives are responsible for:

- Raising academic issues on behalf of their cohort with the Academic Principal.

- Reporting back to their cohort on the resolution of issues raised by the students or one of the academic committees.

9.8. All academic staff and students are responsible for:

- Familiarising themselves with this policy on appointment/at induction/orientation.
- Participating in ongoing training on the use of GenAI.
- Taking a pro-active role in improving the College's policy and practice as the capabilities of AI develop.
- Promoting and implementing/complying with this policy.
- If involved in an academic appeal in any capacity:
 - ensuring they present their case with integrity and in a timely fashion and/or
 - ensuring they comply with any investigation and the procedures in this policy.

9.9. The Recruitment and Training Administrators are responsible for:

- Processing any complaint or appeal related to the use of GenAI in accordance with the relevant policy.

10. POLICY COMMUNICATION

- 10.1.** This document, and all other policy and procedure documents mentioned in this policy, can be found in the student area on the College VLE and on the College website.
- 10.2.** The College General Administrator will make every effort to respond to any request to provide this policy in a different format. Such requests should be sent to info@allnations.ac.uk.
- 10.3.** This policy will be included in staff and student induction.

11. RELATED DOCUMENTS

The following College documents are related to this policy:

- All Nations Christian College Academic Appeals Policy
- All Nations Christian College Academic Misconduct Policy
- All Nations Christian College Acceptable use of ICT Policy
- All Nations Christian College Complaints Policy
- All Nations Christian College Data Protection Policy
- All Nations Christian College Equality and Diversity Policy
- All Nations Christian College Undergraduate Handbook
- All Nations Christian College Postgraduate Handbook