LINCOLN COLLEGE

ARTIFICIAL INTELLIGENCE POLICY

POLICY CQ/PO/4

SPONSOR

Director - Performance and Standards

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EQUALITY AND DIVERSITY STATEMENT

Lincoln College strives to treat all its members and visitors fairly and aims to eliminate all forms of unlawful discrimination, specifically across all protected characteristics. We will work towards a fair and just organisation and promote inclusion for all those impacted by Lincoln College and the wider community.

Contents

LINCOLN COLLEGE

ARTIFICIAL INTELLIGENCE POLICY

1. PURPOSE

The purpose of this policy is to ensure that all learners of Lincoln College are provided with a high-quality learning experience which is supported and enriched by artificial intelligence (AI), whilst ensuring the rigor and integrity of learning and achievement.

2. AIMS

This policy aims to articulate Lincoln College's position regarding the safe and acceptable use of AI by staff and learners/students. By defining this position, resulting guidance and procedures will be articulated so as to support the continual improvement of the educational experience by the use of AI. Furthermore, this policy will also highlight measures that aim to safeguard learners, staff and external stakeholders, and to assure academic standards at Lincoln College.

This policy also aims to enable the achievement of the college's strategic priorities, specifically the quality and relevance of our education provision and is integral to the following college strategies, policies and procedures (and equivalent Higher Education variants):

- Academic Malpractice and Maladministration Policy (learners and staff)
- Ethics and Research Integrity Policy
- Digital Learning Strategy
- Internal Quality Assurance Policy
- Learning, Assessment and Teaching Strategy
- Performance Management Review Policy
- Staff Development Policy
- Safeguarding Policy and Procedure
- Information Security Policy
- Data Protection Policy

3. POLICY GENERATION

This policy has been generated in reaction to the increasing prominence of AI and has been informed by interactions with relevant stakeholders, specifically:

- FE Learners and HE students
- A cross section of staff members
- Local employers
- JISC
- Peer FE colleges
- Partner Universities
- Local Secondary Schools
- Awarding Bodies/Organisations

4. CONTEXT

AI is a phenomenon that has gained much momentum in education since 2022 and platforms, such as Chat GPT and others, are causing concern across the educational landscape and challenging thinking about how to ensure learners' work is a genuine and accurate demonstration of their knowledge and skills. A number of popular platforms such as Microsoft and Google are now incorporating AI into their products thus increasing the accessibility and usability to a wider population of staff, learners/students and stakeholders. In this rapidly developing field, AI products now also have the capacity to go beyond text generation and can create visual and audio materials such as pictures, video media and sounds. The potential for staff and learners/students to benefit from AI is significant, however, the opportunity for individuals to generate materials to falsely claim personal knowledge and understanding for formal assessment also has increased and presents a significant risk to the college.

Whilst keeping in mind the potential risks of using AI, there are many positives to its use and the workforce of the future will require the correct blend of generic skills including effective use of AI. Therefore, it is incumbent on Lincoln College to empower our learners with the knowledge and skills of AI to prepare them for the future workplace and further study.

5. POSITION

To enable consistent procedure and practice associated to the application of AI, Lincoln College's position with respect to AI will apply the following 'four E's' principle.

Lincoln College will be:

Ethically aware when considering the deployment of AI, and apply its use only to achieve beneficence

Encouraging AI skill development in learners/students to prepare them for a 21st century workplace or future study, and facilitate learner/student integrity when using AI as a learning resource including declarations of its use

Embracing of AI as a learning resource for staff, and provide continued professional learning to raise awareness, build confidence, and enable its effective use

Enquiring as to how AI is being used by staff and learners/students, and be alert to any potential AI misuse

6. ETHICAL CONSIDERATIONS

The ethical considerations of AI should be thoroughly evaluated prior to its use, to ensure that staff, learners/students and other stakeholders are not subject to deliberate or unintentional 'harm caused by the misuse, abuse, poor design, or negative unintended consequences of AI' (Leslie, 2019, p4).

Staff must consider:

- Bias and discrimination
- Denial of individual autonomy, recourse, and rights
- Non-transparent, unexplainable, or unjustifiable outputs
- Invasions of privacy
- Isolation and disintegration of social connection
- Unreliable, unsafe, or poor-quality outputs

Appendix A provides further information that should be reviewed by staff when considering the use of AI.

7. LEARNERS/STUDENTS

Lincoln College staff should facilitate the development of learners/students' AI knowledge and skills, and educate learners/students as to the safe and appropriate use of AI. Further to this development, learners/students should be encouraged to appropriately use AI on their programmes of study including (but not limited to):

- Always giving attribution when AI has been used and how AI has been used to generate information; remembering assessments must always be all of the learners' own work

- Generation of basic essay structures or to assist in initial thinking around a topic, including non-text-based materials

- Generation of potentially useful lists of references to explore, using AI prompts to require that sources are listed

- Discuss topics with AI to test knowledge and understanding

- Improving grammar and writing structure (particularly for ESOL learners or others where English is a second language)

- With staff, create answers to essay questions using AI and critique these.

- Guidance for staff that will assist in enabling learner development and use of AI will be provided via CPL activities, aligning to the Progress and Positive Contribution priorities of the Learning, Assessment and Teaching strategy.

8. ASSESSMENT

The rigor and integrity of learners'/students' assessment activity is a fundamental tenet of the education delivered at Lincoln College and the qualifications awarded to learners/students. Therefore, the process of assessment design and submission should consider the benefits and potential risks of AI at all stages of the assessment process.

Design – staff should consider how assessment design can maximise the opportunities for learners to demonstrate the knowledge and skills required to achieve the outcomes of the module/unit. A combination of assessment techniques should be designed to allow the genuine determination of a learners'/students' knowledge and skills and reduce the potential for inappropriate AI use. Assessment design must still align with the requirements of the associated awarding body or validating institution.

Assessment design should also encourage appropriate use of AI and provide the opportunity for learners/students to demonstrate the development of skills related to AI use.

Submission – where written assessments are required, learner/student work should, ideally, be submitted via electronic means such as Turn It In as this could aid detection of AI usage. Learners/students should, where appropriate, declare where and how AI has been used in the submitted work.

Detection – staff undertaking assessment of learners should be vigilant for any academic malpractice including the passing off of AI generated material as a learner's/student's own work. Detection of AI generated material can be challenging and, therefore, staff should refer to the college's Academic Malpractice and Maladministration Policy, awarding body guidance and the JCQ (Joint Council for Qualifications, 2025). Where a staff member suspects that AI has been inappropriately used in formally assessed work, they should refer to the Academic Malpractice and Maladministration Policy for guidance.

9. SUSPICIOUS ASSESSMENTS

For Further Education (FE) and Apprenticeship courses

When a student is suspected of generating content made in full or in part by the use of AI generation tools for the purposes of a summative submission the tutor should review the work and evidence what the suspicions are. The tutor should then construct questions specific to the submission topics and content to gauge student understanding of the work submitted.

The tutor and student then engage in a recorded professional discussion.

At the end of the discussion:

- If the tutor believes the work is not the student's, the conduct route is followed, the submission is failed (or given 0) and the resubmission opportunity is discussed.

- If the tutor believes that the work is understood by the student and small sections have been AI generated but the Professional Discussion can be used as replacement or alternative the work can be accepted and marked (by the

submitted work and the Professional Discussion as an observation sheet). The student is given a warning and a ProMonitor comment is added detailing the offence. If this is the second comment made proceed with the first stage of the conduct route.

- If after the discussion the tutor is unsure if the student has used AI they should then seek guidance from the Academic Malpractice and Maladministration Policy and refer the case to the QCO – FE/Apprenticeships.

For Higher Education (HE)

When a student is suspected of generating content made in full or in part by the use of AI generation tools for the purposes of a summative submission the tutor should review the work and evidence what the suspicions are. The tutor should then construct questions specific to the submission topics and content to gauge student understanding of the work submitted.

Tutor and student engage in a recorded professional discussion.

- If during the process of the discussion the student reveals that the work is AI generated or in part has been made with AI tools the tutor should inform the student of their grade being reduced to zero, and the work having failed. This evidence and decision should then be sent along with other supporting evidence to the QCO – HE (See the Academic Misconduct Policy for guidance). This is to ensure that the Internal Quality Assurance processes at the College are being followed, and all external universities or partners can be informed as needed at the appropriate time.

- If after the discussion there is doubt and/or the student has not admitted the use of AI the tutor should follow the guidance in the Academic Misconduct Policy.

10. STAFF CPL AND GUIDANCE

As part of the usual staff induction process, awareness of AI will be raised with new staff and initial skills discussed and developed. Subsequent to this, subject mentors will contextualise and apply general AI information into subject specific understanding in the area of study.

Staff members new to teaching will be upskilled on the principles of AI through the college's Teacher Education programmes Certificate in Education and Training.

The development of staff skills and knowledge, in relation to AI, will follow the usual process of being planned via a LAT Target in an individual's PMR. Internal staff CPL opportunities for AI skill and knowledge development will be made available via Determine to Educate days, Education and Training days, LATFest, Golden Hours, the Digital Learning Design qualification and bespoke individual support.

Guidance covering all aspects of AI use will be available for staff on Canvas Staff Hub.

11. ANNUAL REVIEW OF THE ARTIFICIAL INTELLIGENCE POLICY

The Learning Standards Quality Committee will review the Artificial Intelligence Policy on an annual basis and make recommendations for its development.

12. REFERENCE

Joint Council for Qualifications, 2025. *AI Use in Assessments:Your role in protecting the integrity of qualifications.* [Online]
Available at:
https://www.jcq.org.uk/wp-content/uploads/2025/04/AI-Use-in-Assessments_Apr25_FINAL.pdf
[Accessed 8 July 2025].

Leslie, D., 2019. *Understanding artificial intelligence ethics and safety: A guide for the responsible design and implementation of AI systems in the public sector,* s.l.: The Alan Turing Institute.

APPENDIX A - ETHICAL CONSIDERATIONS

Table A.1, adapted from The Alan Turing Institute (Leslie, 2019), provides a framework of the impacts of AI use and should be reviewed by staff. Table A.2 subsequently provides initial guidance for staff who are considering using AI.

Table A.1 – Ethical considerations and impacts of AI

Possible harm	Explanation and impact
Bias and discrimination	i) AI gains insight from existing structures and current research. Technologies can reproduce, reinforce, and amplify the patterns of marginalisation, inequality, and discrimination. ii) Many of the features of AI are chosen by their designers and, therefore, these technologies can potentially replicate their designers' preconceptions and biases. iii) Data samples used to train and test AI can often be insufficiently small and not representative of wider populations.
Denial of individual autonomy, recourse, and rights	i) People are subject to decisions and predictions produced by AI systems. Situations may therefore arise where these people are unable to directly hold accountable those responsible for these outputs. ii) AI systems have automated 'thinking' functions that were previously undertaken by humans. This makes it difficult to pin point exactly who is responsible for the outputs of AI.
Non-transparent, unexplainable, or unjustifiable outputs	AI generates results is highly complex way which is beyond the understanding of the vast majority of people. Therefore, the reasoning and rationale of the AI production can become opaque. In some use cases, this lack of clarity may be acceptable, however, in other circumstances this may be problematic as inaccuracies, discrimination, bias, inequity, or unfairness maybe produced.
Invasions of privacy	The development of AI technologies and products will frequently involve the utilisation of personal data. This data is often captured and extracted without gaining the proper consent of the data subject or is handled in a way that reveals personal information.
Isolation and disintegration of social connection	i) Excessive automation, through AI, will likely reduce the need for human-to-human interaction. ii) Where AI repeatedly generates highly-personalised products for a person, this may limit exposure to different worldviews and might polarise social relationships. Well-ordered and cohesive societies are built on relations of trust, empathy, and mutual understanding.
Unreliable, unsafe, or poor-quality outputs	i) Poor quality AI can lead to unreliable, unsafe, or poor-quality AI outputs, leading to potential damage to the wellbeing of individual persons and the public welfare. ii) Poor quality AI can also undermine public trust in the responsible use of AI which could lead to societally benefits.

Table A.2 – Ethical considerations for staff

Possible harm	Considerations for practice
Bias and Discrimination	Review the content of the AI output against current thinking and college policy.
Denial of Individual Autonomy, Recourse, and Rights	Check AI outputs against current research and established principles.
Non-transparent, Unexplainable, or Unjustifiable Outputs	Question the use of the AI output in the context of what you are using it for. Is it important or necessary to understand how the output has been generated?
Invasions of Privacy	Ensure that personal data or information is not uploaded to or used on any AI platform.
Isolation and Disintegration of Social Connection	When considering using AI, is it necessary to? Could this be replaced by a human to human interaction? If AI cannot be avoided, how will human connections be maintained? Could a think, pair share activity be used with learners instead to generate ideas?
Unreliable, Unsafe, or Poor-Quality Outputs	Review the content of the AI output against established subject knowledge and experience. Debate the AI output with learners/students to highlight issues of AI quality.

APPENDIX B - Guidelines for conducting a Viva with a learner

1. INTRODUCTION

Conducting a viva with a learner whose submitted work has been identified as containing AI-generated content requires sensitivity, fairness, and a commitment to fostering academic growth. The viva should assess the learner's understanding of the material whilst maintaining a respectful tone and emphasising the principles of academic integrity. Where the learner cannot reasonably show their understanding of the material, a case for academic irregularity should be logged, to allow an independent review.

2. PREPARATION

Review the Submitted Work

- Analyse the work with Turn It In to identify specific sections that appear to be AI-generated.
- Prepare questions that encourage the learner to explain, discuss, and contextualise their work.
- Ensure you are up to date on the colleges AI policy.

3. DURING THE VIVA

Document the Discussion

- Record key points discussed during the viva and the learner's responses.
- Ensure transparency in how the learner's work is evaluated.

Start Respectfully

- Begin with an introduction that explains the purpose of the viva and be clear that areas were identified as being AI generated.
- Reassure the learner that the conversation is an opportunity to demonstrate their understanding of their work, to clarify if AI tools were used appropriately and how to acknowledge this in future work.

Maintain Respect and Encouragement

- Avoid accusatory or confrontational language.
- Acknowledge the learner's efforts and encourage them to view this experience as a learning opportunity.

Questioning Techniques

- Use open-ended questions to allow the learner to elaborate on their understanding.
- Examples:
- Can you explain the key concepts you explored in your work?
- How did you approach the research for this section?
- What were your main challenges in developing this argument?
- Could explain how this section of your code functions?

Addressing AI-Generated Content

- Ask the learner to discuss the specific sections identified as AI-generated.
- Encourage them to explain their thought processes or decisions related to those sections.
- Examples:

- How did you develop this particular argument or conclusion?
- Can you walk me through how you constructed this section of your work?
- What tools or resources did you rely on when creating this part?

Assess Understanding and Originality

- Pose questions that require the learner to apply or expand on the ideas in their work.
- Check their ability to make connections, critically analyse, or synthesise information.

Reinforce Academic Integrity

- Gently remind the learner of the importance of originality and citing sources accurately.
- Explain the role of academic integrity in fostering trust and credibility in scholarship.

Provide Constructive Feedback

- Share your evaluation of the learner's understanding and originality.
- When there is a significant disparity between the work presented and the level of understanding shown in the Viva, you must make it clear that at this point, the matter will be handed over for an independent assessment, through the academic irregularity process defined in their student handbook.
- Suggest areas for improvement and strategies for avoiding reliance on AI-generated content in the future.

4. EXAMPLE CONVERSATIONS

Example 1: Exploring Understanding

Reviewer: Thank you for joining us today. Could you start by explaining the main argument of your work in your own words?

Learner: Certainly. The main argument is that the integration of renewable energy sources requires both technological innovation and policy reform to be effective.

Reviewer: That's an interesting perspective. Can you elaborate on the specific technological innovations you discussed and why you chose them?

Learner: I focused on advancements in battery storage and smart grid technologies because they address the reliability issues of renewable energy.

Example 2: Addressing AI-Generated Content

Reviewer: I noticed that this section of the work is particularly well-written. Can you describe how you developed these ideas?

Learner: I used several articles on the topic as references and synthesised the information to form my argument.

Reviewer: That's helpful to know. Were there any tools or software you used to assist in writing this section?

Learner: Yes, I used ChatGPT to help structure some of my ideas.

Reviewer: Thank you for being honest about this. Can you elaborate on how you used ChatGPT to build this section, have you any prompts in your history that would help me understand?

Learner: No, I don't have these available.

Reviewer: In that case can you explain how you ensured the final work reflected your own understanding and voice, and do you have any early copies of your work before you used AI?