



School of Coding & AI

Student First Always

HIGHER EDUCATION

Artificial Intelligence (AI) Policy

Policy Owner: Suki Gill

Full Name	Position	Signature	Date	Review Cycle
Suki Gill	Principal		01.09.2025	Annual

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1. Introduction

The emergence of Artificial Intelligence (AI), particularly Generative AI, is significantly transforming education, employment, and everyday life. At School of Coding Higher Education, we recognise the growing impact of AI technologies and are committed to harnessing their potential in a responsible and ethical manner. Generative AI tools such as ChatGPT, Copilot, Gemini, Claude, and others are capable of producing original content, including text, images, code, and simulations. This policy outlines our institution's approach to the integration, regulation, and oversight of AI technologies in teaching, learning, administration, and assessment. Our goal is to promote the innovative use of AI while safeguarding academic integrity, data privacy, intellectual property rights, and fairness in our educational practices.

2. Purpose and Objectives

This policy seeks to define the acceptable use of AI across all operations within the institution. Its key objectives are to foster ethical AI use, encourage pedagogical innovation, ensure transparency and accountability, uphold academic standards, and prepare both students and staff for an AI-integrated future. Through this policy, School of Coding Higher Education aims to establish a shared understanding of how AI tools should be used to support, not replace, human creativity, critical thinking, and professional judgment.

3. Scope and Applicability

This policy applies to all students enrolled in Higher Education programmes, academic and administrative staff, contractors, consultants, temporary personnel, and other stakeholders acting on behalf of the School of Coding Higher Education. It covers all uses of AI technologies in teaching, research, assessment, administration, and communication, including classroom activities, coursework, examinations, professional development, and institutional operations.

4. Definitions

- **Artificial Intelligence (AI):**

Refers to computer systems or software capable of performing tasks that usually require human intelligence. These tasks include decision-making, pattern recognition, problem-solving, and understanding human language (natural language processing). In educational settings, AI can be used for analysing student performance, automating administrative tasks, and enhancing personalised learning.

- **Generative AI:**

A specific type of AI that can generate new, original content—such as text, images, code, audio, or video—based on user-provided prompts. It works by identifying patterns from large datasets it has been trained on. Examples include tools like ChatGPT, Claude, Gemini, and



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- **Adaptive Learning AI:**

AI tools that adjust the pace, difficulty, or style of instructional content in real time, depending on how a student interacts with the material. These tools help create a personalised learning experience and are commonly used in reading, maths, and language-learning programs. For instance, if a student struggles with a concept, the system will provide extra practice or explanation tailored to their needs.

- **Personally Identifiable Information (PII):**

Any data that can be used to identify a specific individual. This includes names, student IDs, email addresses, health records, and academic results.

- **Prompt:**

A user's input to an AI system—usually in the form of a question, instruction, or phrase—that directs the AI to perform a task or generate a response. For example, typing “Write a short essay on climate change” is a prompt. The quality and clarity of a prompt often determine the usefulness of the AI-generated output.

- **Editable Output:**

Refers to any content produced by AI that can be reviewed, modified, and approved by a human before being used or submitted. This ensures the final content is factually correct, contextually appropriate, and aligned with academic or professional standards.

- **AI Hallucination:**

Occurs when an AI system generates content that is factually incorrect, misleading, or entirely made up—but presents it in a convincing way. This is a known limitation of many generative AI tools, which can sometimes invent quotes, citations, or statistics. Users must always verify AI-generated content for accuracy.

- **Academic Integrity:**

The principle is that students must complete their own academic work honestly and transparently. This includes acknowledging any use of AI tools in assignments. Using AI to generate content without proper attribution may be considered plagiarism or academic misconduct.

5. Integration of AI into Curriculum and Pedagogy

AI will be embedded within the curriculum to enhance teaching effectiveness, personalise learning experiences, and build digital literacy. AI tools will not replace student engagement or original thought, but will serve to support brainstorming, self-testing, concept reinforcement, and revision. In appropriate modules, students may critically analyse AI-generated content, identify bias, or receive coding assistance under guided conditions. The use of AI tools will be integrated into curriculum development and review processes, ensuring alignment with educational objectives, professional standards, and evolving industry requirements.



6. Use of AI by Staff

Staff are permitted to explore and use AI tools to support their professional responsibilities. These may include **lesson planning, marking, feedback generation, report writing, professional development, and resource curation**. While AI may assist with task efficiency, the final output **must always reflect the staff member's professional judgment, subject expertise, and ethical obligations**. All content generated with AI must be reviewed, verified, and, where necessary, amended before use. **Staff must not delegate decisions such as grading, student progression, or formal evaluations to AI systems without human oversight.**

7. Use of AI by Students

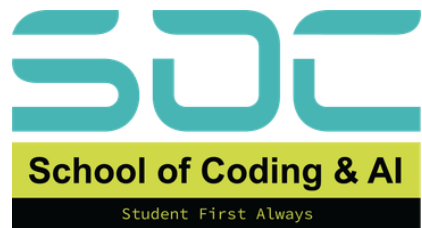
Students may use AI for permitted academic activities, such as **generating ideas, clarifying concepts, and language support**, and usage is appropriately acknowledged. However, students must not submit AI-generated work as their own, use AI in assessments or rely entirely on AI for academic writing and analysis. Any AI assistance used in coursework must be clearly stated in the submission. **Students are advised to consult with their lecturers if uncertain about the appropriateness of AI use in a given task.** Unauthorised or unacknowledged use of AI will be treated as academic misconduct.

8. Academic Integrity and Plagiarism

Maintaining academic integrity is essential to preserving the value of qualifications awarded by School of Coding Higher Education. Any attempt to use AI dishonestly, including the submission of unacknowledged AI-generated content, constitutes a breach of academic integrity and will be investigated under the institution's Academic Misconduct procedures. **Staff will educate students on the ethical use of AI, encouraging transparency and fostering an understanding of originality, authorship, and citation practices.** Multiple assessment methods, including discussions, oral presentations, and project-based learning, will be employed to validate authentic learning outcomes.

9. Citing AI Use in Academic Work

All uses of AI in academic work must be disclosed through a standardised acknowledgement. The citation should include the name and version of the AI tool used (e.g., ChatGPT-4), the publisher (e.g., OpenAI), the tool's URL, and a brief description of how the tool was used. A typical declaration might state: "This assignment incorporates the use of ChatGPT-4 (OpenAI, <https://chat.openai.com>) for generating a summary of key concepts. All content has been reviewed and edited by the author." Students must take care to validate all AI-generated content, as AI systems can generate inaccurate or misleading information.



10. Data Protection and Privacy

The use of AI tools must comply with data protection regulations, including **GDPR**. Staff and students must not input any **PII**, confidential data, intellectual property, or sensitive information into generative AI systems. Any staff planning to use AI tools in ways involving personal data must consult the institution's Data Protection Officer. The institution will assess each AI use case for fairness, proportionality, accuracy, bias, security risks, and potential infringements on individual rights.

11. Institutional Position on AI Tools and Access

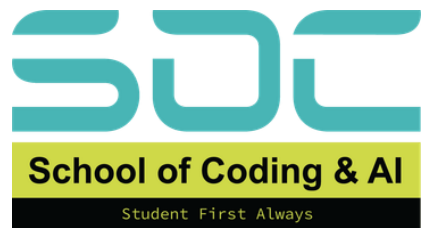
At School of Coding Higher Education, we recognise the growing presence of Artificial Intelligence (AI) tools, particularly Generative AI such as ChatGPT, in educational environments. We appreciate the enthusiasm and initiative that both students and staff bring to exploring these emerging technologies as part of their learning and professional development.

Currently, the institution does not officially vet or provide access to any specific AI platforms, including paid versions of generative AI tools. Students and staff are free to use publicly available tools **at their own discretion**. While we do not have institutional control over which tools are accessed, we encourage informed, responsible, and ethical use that supports learning rather than substitutes for it.

School of Coding Higher Education is not conducting Data Protection Impact Assessments (DPIAs) for external AI tools, and we do not integrate AI platforms into our core infrastructure. As such, students and staff are advised not to input personal information, sensitive data, or institutional content into any AI tool unless they have reviewed its terms of use and privacy policy.

We acknowledge that our community primarily engages with generative tools such as ChatGPT, which are used informally to support brainstorming, writing, and conceptual understanding. While we do not yet have a **central AI platform for institutional use**, our focus is on promoting transparency, academic honesty, and critical thinking across all academic and administrative activities.

Importantly, School of Coding Higher Education does not require students to use AI tools for any academic task, nor are students penalised for not using them. Equity remains central to our approach: no assessment, teaching activity, or support process will assume prior access to or familiarity with paid AI tools. Where AI use is permitted in coursework, students are expected to acknowledge its use clearly and ensure that any output is critically reviewed before submission.



12. Ethical Considerations and Risks

Staff and students must remain aware of the ethical limitations of AI tools. Generative AI may reproduce biases embedded in its training data, produce inaccurate content, or infringe on intellectual property. AI tools are not morally aware and may unintentionally generate offensive, discriminatory, or harmful material. Therefore, any AI-assisted work must undergo human scrutiny to ensure it is appropriate, respectful, and aligned with institutional values.

13. Misuse and Disciplinary Measures

Misuse of AI, whether through academic dishonesty, data breaches, or unauthorised access, will be subject to disciplinary action under the institution's existing codes of conduct. Students and staff who submit AI-generated work without proper citation, use AI in restricted assessment settings, or input protected data into AI systems may face sanctions, including academic penalties, suspension, or termination, depending on the severity of the breach.

14. Institutional Oversight and Review

School of Coding Higher Education will maintain oversight of AI integration through regular policy reviews, staff consultations, and student feedback mechanisms. As AI technology continues to evolve, School of Coding Higher Education will remain open to adapting its approach, reviewing its policy annually, and considering future opportunities to support structured, equitable access if appropriate.