The Athelstan Trust
Generative Artificial Intelligence Acceptable Use Policy

Date of Review	Approved by	Date of Approval	Next Review Date	Website
Dec 2025	Board	11th December 2025	Dec 2026	Y

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1. Introduction

The Athelstan Trust acknowledge the rapid adoption of generative artificial intelligence (GenAI) in the sector and its potential to positively impact teacher and staff workload, enhance students' intellectual capabilities, and prepare them for the changing landscape of the workplace. However, it is important to note that while AI tools offer many benefits, the content they produce may not always be accurate, safe, or appropriate.

The Trust has made efforts to outline measures in this policy to ensure that GenAI is used effectively, safely, and appropriately to deliver excellent education that prepares our students to contribute to society and the future workplace. However, due to the evolving landscape, these measures are incomplete and dynamic.

For the purposes of this policy, the following terms are defined as:

- Artificial Intelligence (AI): the ability of a computer or robot to perform tasks commonly associated with intelligent beings, such as learning, reasoning, problem solving, and using language.
- Generative Artificial Intelligence (GenAI): is a type of artificial intelligence that can learn from existing data to generate new, realistic artifacts that reflect the characteristics of the training data but don't repeat it[1].
- Microsoft 365 Copilot: is Microsoft's AI-powered digital assistant designed to help users with a range of tasks and activities on their devices and in their applications.

2. Adherence and compliance

This document is in line with:

- Data Protection Act 2018
- UK General Data Protection Regulation
- Copyright, Designs and Patents Act 1988
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Generative Artificial Intelligence in Education 2023 and 2024
- DfE's digital and technology standards for schools and colleges
- Generative artificial intelligence (GenAI) and data protection in schools

It should be read in conjunction with (internal policies):

- Behaviour Policy
- Data Breach Policy
- Data Protection Policy
- Data Retention Policy
- Information Security Policy
- Records Management Policy
- Privacy Notice – Primary Students
- Privacy Notice – Students/Parents
- Privacy Notice – Secondary Students
- Privacy Notice – Workforce – Athelstan Trust

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[1] Source: Gartner

- Code of Conduct – Athelstan Trust
- Equality Policy – Athelstan Trust
- IT Acceptable Use Policy
- Communications Policy
- Child Protection and Safeguarding Policy – Athelstan Trust

3. Regulatory Principles

- As a trust, we have chosen to support the 5 principles set out in the [AI regulation white paper](#):

Regulatory Principle	We will:
Safety, security and robustness	- Ensure that AI solutions are secure and safe for users and protect users' data - Ensure we can identify and rectify bias or error - Anticipate threats such as hacking
Appropriate transparency and explainability	Be transparent about our use of AI, and make sure we understand the suggestions it makes
Fairness	Only use AI solutions that are ethically appropriate, equitable and free from prejudice – in particular, we will fully consider any bias relating to small groups and protected characteristics before using AI, monitor bias closely and correct problems where appropriate.
Accountability and governance	Ensure that there are clear roles and responsibilities in relation to the monitoring, evaluation, maintenance and use of AI
Contestability and redress	- Make sure that staff are empowered to correct and overrule AI suggestions – decisions should be made by the user of AI, not the technology - Allow and respond appropriately to concerns and complaints where AI may have caused error resulting in adverse consequences or unfair treatment

4. Roles and responsibilities

The Board will:

- Ensure that this policy reflects laws and regulations and best practice covering the use of GenAI across the Trust and its schools plus the values and ethos of the Trust.
- Review this policy on an annual basis.
- Maintain an appropriate understanding of how generative AI tools are being used in education, and their process for approving their use in the Trust.

- Ensure all staff and governors undergo child protection and safeguarding training, including online safety, at induction and at regular intervals.
- Ensure the schools continue to work towards the DfE's digital and technology standards.

Headteachers and leaders will:

- Take responsibility for the day-to-day leadership and management of GenAI use in schools.
- Ensure that staff receive regular, up-to-date training on how to use GenAI tools in school effectively and safely.
- Ensure that the use of GenAI tools in the school is integrated into relevant policies and procedures, the curriculum and staff training.
- Communicate with parents to ensure they are kept up-to-date with how GenAI tools are being used in the school, how this will impact students' education and how the school is ensuring the tools are being used safely and effectively.
- Work with the Board and central team to review and update this policy on an annual basis.
- Ensure that GenAI practices are audited and evaluated on a regular basis.
- Report to the governing body about the use of GenAI tools on a regular basis and how it links to safeguarding.

The school-based digital and technology leads will:

- Provide technical support in the development and implementation of the school's GenAI practices, policies and procedures.
- Implement appropriate security measures.
- Ensure that the use of GenAI tools is taken into consideration when creating policies and procedures regarding online safety, anti-bullying, child protection and safeguarding, and data protection.

The Data Protection Officer(s) will:

- Keep up-to-date and be informed with GenAI technologies relevant to the schools.
- Understand and maintain awareness of what the use of GenAI means for data protection in the school.
- Advise the school on how to integrate the use of GenAI while complying with data protection regulations.

The Designated Safeguarding Lead(s) will:

- Take the lead responsibility for online safety in school.
- Undertake regular training / research so they understand the risks associated with using GenAI tools in school.
- Liaise with relevant members of staff on online safety matters and to review measures in place regularly and have preventative discussions (such as the digital and technology lead in the schools).
- Maintain records of reported online safety concerns relating to the use of GenAI tools, as well as the actions taken in response to concerns.

The Trust Central Team will:

- Review and update the GenAI policy as appropriate, and at least annually for consideration by Trustees.
- Ensure the policy reflects the values and ethos of the Trust, is easy to understand and takes into account stakeholder feedback.
- Manage the technical aspects of GenAI implementation, including data security and system maintenance.
- Sign off on approved uses of GenAI, or new GenAI tools, as per section 8 of this Policy, taking into account advice from the data protection officer (DPO).

All staff members and governors with access to a Trust email and login will be responsible for:

- Adhering to the Staff Acceptable Use Policy and other relevant policies, including this Policy.
- Only using approved GenAI tools: student work must only ever be uploaded to Copilot on an Athelstan / School Microsoft login, and it is expected that Copilot will be the predominant GenAI tool used by Staff.
- Taking responsibility for the security of the GenAI tools and data they use or have access to, using tools ethically and responsibly.
- Modelling good online behaviours when using GenAI tools.
- Maintaining a professional level of conduct in their use of GenAI tools, including sense-checking and fact-checking results to ensure information is accurate and acknowledging the use of Generative AI in their work.
- Ensuring there is no personal identifiable information (e.g. names, email addresses, student data, photos) is entered into open Generative AI tools not approved by the Trust.
- Having an awareness of the risks that using GenAI tools in school poses and supporting students to stay safe online.
- Reporting concerns in line with the school's reporting procedure.
- Where relevant to their role, ensuring that the safe and effective use of GenAI tools is embedded in their teaching of the curriculum.
- Familiarising themselves with any GenAI tools used by the school and the risks they pose.
- Informing the DPO of any new software required by the school that uses GenAI and that might process personal data, and assuring that a DPIA is completed prior to use.
- Considering if GenAI is the right tool to use: just because the Trust has approved its use, doesn't mean it will always be appropriate.
- Ensuring that GenAI tools are not used to generate content to impersonate, bully or harass another person and are not used to generate explicit or offensive content. Offensive, discriminatory or inappropriate content should not be used as a prompt.

Students will be responsible for:

- Adhering to the School Acceptable Use Policies and agreements, and other relevant policies.
- Seeking help from the relevant school staff if they are concerned about an experience that they or a peer has experienced while using GenAI tools.
- Reporting concerns in line with the school's reporting procedure.
- Familiarising themselves with any GenAI tools used by the school and the risks they pose.

5. Data protection and cyber security

Using GenAI tools poses data privacy and cyber-security challenges, which the Trust takes seriously. The Trust's Data Protection Policy will guide the use of GenAI tools and adherence to it should safeguard students from harmful online content that GenAI tools could generate. Users should refer to the flow chart in Section 8 of this Policy to ensure use of GenAI tools is compliant.

Generative AI tools can create realistic and convincing content of various types. Staff should be aware of this and exercise their best judgement and common sense to deal with cybersecurity risks effectively. They should also always follow the DfE's cyber standards[2].

6. Safeguarding

The Trust recognises the potential use of generative AI tools to fabricate content that may be perilous, detrimental, and unsuitable; this could include GenAI being used to groom, exploit and radicalise children and young people online. It is incumbent upon schools to adhere to the guidelines delineated in the Child Protection Policy and the Online Safety Policy. This adherence is paramount to guarantee that students are neither able to access nor subjected to content that could be harmful.

Students should be educated about the potential hazards associated with the utilisation of GenAI tools and the methods to employ them securely. It is essential that students are informed about the procedure to report any concerns or occurrences involving generative AI, and the appropriate individuals to consult regarding any issues pertaining to the use of GenAI tools.

Schools should initiate dialogue with parents, enlightening them about the safeguarding risks associated with the use of GenAI tools, and explaining the measures being taken to protect students in the digital realm. It is crucial that schools ensure parents are cognizant of the appropriate channels for voicing any concerns or issues they may have regarding the use of GenAI tools.

Schools should ensure that suitable filtering and monitoring systems, compliant with the Keeping Children Safe in Education (KCSIE)[3] guidelines, are implemented to safeguard students in the online environment. These systems should adhere to the latest filtering and monitoring standards set forth by the Department for Education (DfE)[4].

7. Use of GenAI powered tools

The safe and appropriate use of GenAI tools can be used to:

- Reduce unnecessary workload.
- Free up teachers' and support staff time.
- Produce compliant administrative plans, policies and documents.
- Support the teaching of a knowledge rich curriculum.
- Educate students about:

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[2] DfE's Cyber Standards
[3] Keeping children safe in education
[4] DfE's filtering and monitoring standards

- o   Making safe and appropriate use of emerging technologies.
- o   The potential bias and limitations of GenAI tools.
- o   The way the internet ranks and organises information.
- o   The importance of how one can remain protected against harmful and misleading content when online safety practices are followed.
- o   Identifying and using appropriate resources to support their education, including age-appropriate resources and preventing over-reliance on a limited number of tools or resources.

Microsoft 365 Copilot may include:[5]

- Personalised learning: Copilot can support personalised learning by helping teachers create content, tailored feedback, and guidance for students based on their individual needs and learning styles.
- Brainstorming: teachers can use Copilot to brainstorm new ideas for activities, lesson plans, supporting materials, and assignments.
- Lesson planning: Copilot can help teachers plan lessons by suggesting or drafting activities, resources, and assessments that align with learning objectives. Teachers can also use Copilot to start a rubric for the lessons.
- Provide feedback: Copilot can help teachers draft initial feedback and ideas for students on their work, which can be edited and personalised for students.
- Get quick answers: Copilot can help teachers and staff get quick answers to questions without having to read through multiple search results. Also, Copilot provides links to content sources so users can assess the source or dive deeper into the original content.

GenAI tools are known to produce inaccurate, inappropriate, biased content and, depending on the tool being used, can produce results that are out of date. The use of GenAI should be informed by these current and potential limitations.

Staff producing a document using GenAI tools for administrative or teaching purposes should be professionally responsible for its accuracy, quality and content. They should not expect the GenAI output to match the level of a human-designed document that takes into account the school's specific context. Staff members should understand these limitations of GenAI tools and acknowledge / reference when they are used.

When using GenAI tools to produce work, especially for assessment, students should reference GenAI tools correctly to allow teachers and assessors to evaluate the use and appropriateness of GenAI. The references should include the name of the GenAI source and the date of generation. Students should be able to briefly explain how they used GenAI tools.

7.1 Use of GenAI by Students

We recognise the potential of GenAI for enhancing learning experiences for our students. We are committed to ensuring the GenAI is used safely, ethically and effectively to support children's education.

Students will have access to GenAI tools within school but also outside of the classroom and school environment. Staff will share with students relevant information about the appropriate use of GenAI and help students to recognise how it can be used safely and appropriately.

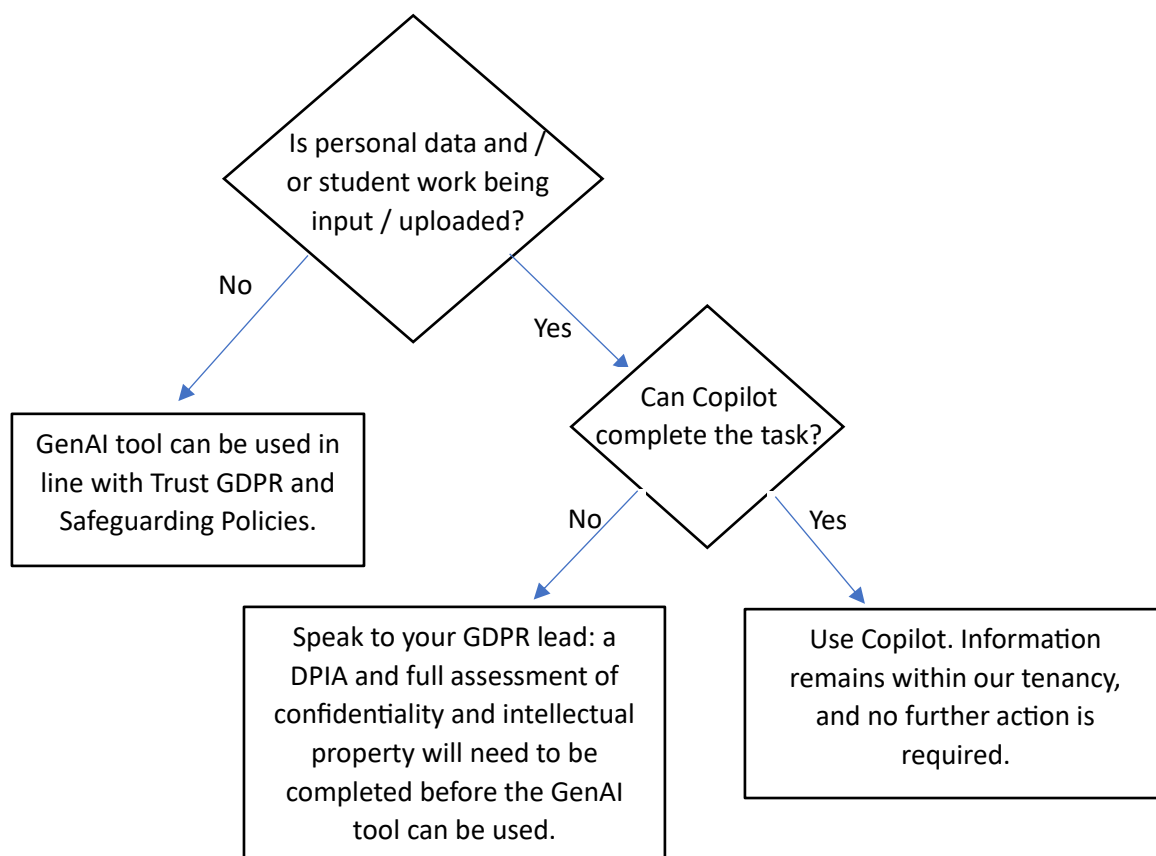[5] Meet your AI assistant for education: Microsoft Copilot

Examples of acceptable use of GenAI by students to support their learning are:

- Brainstorming ideas for projects, essays or presentations
- Summarising information, for example, from articles, journals or other research materials
- Explaining complex concepts in a way that is easier to understand
- Creating revision aids such as flashcards, quizzes or mind maps
- Generating keywords or questions to guide research
- Producing practice questions for self-testing in different subjects
- Supporting creative writing by suggesting story starters or character ideas
- Assisting with understanding programming concepts or debugging simple code
- Enhancing presentations with suggestions for headings, layouts or visual aids

Further information around misuse of GenAI, including during assessments, is included in section 9 of this Policy. More guidance about acceptable use of AI is included in Appendix 2.

8. Approved GenAI powered tools

The flow chart below should be used to identify whether or not a GenAI tool should be used:

In summary, ANY student work (including written assignments, creative projects and other digital content), or any student personal data (including but not limited to full name, email address, photos or assessment records), must only ever be uploaded to:

- Microsoft Copilot on a secure Athelstan / School Microsoft login OR

- A GenAI tool for which a valid DPIA and assessment of GDPR and Intellectual Property compliance has been completed.

Using any other GenAI platform or personal accounts risks exposing information to third party systems outside of our control and is therefore not permitted. The user is responsible for confirming with the GDPR lead whether or not appropriate checks have been made.

For applications used Trust-wide, the Operations Officer in the Central Team maintains a register of applications (known as the Record of Processing Applications – ROPA) for which a DPIA / DPA / DSA have been fully completed.

For School-specific software, the school GDPR leads maintain the school ROPA.

Staff wishing to seek approval for an GenAI tool, should speak to their GDPR lead in the first instance and consider whether the tool aligns with the Core Principles in Appendix 1. The GDPR lead will then contact the Trust GDPR lead in the Central Team to confirm if a DPIA / DPA / DSA is required. The Trust GDPR Lead will complete the appropriate documentation and arrange for OneWest (Trust DPO) to check and sign off the document(s).

9. Misuse of GenAI powered tools

9.1 Preventing Misuse

The key to promoting appropriate use and preventing misuse is education and awareness.

Below are additional measures schools should take in this context:

- Restricting access to online GenAI tools on school devices and networks, especially on devices used for exams and assessments.
- Allocating time for sufficient portions of students' work to be completed in class under direct supervision, where appropriate.
- Examining intermediate stages in the production of students' work to ensure that work is being completed in a planned and timely manner, and that work submitted represents a natural continuation of earlier stages.
- Engaging students in verbal discussions about their work to ascertain that they understand it and that it reflects their own independent work.
- Refusing to accept work that is suspected to have been generated through misuse of GenAI tools without further investigation.
- Considering carefully the homework and assessment tasks chosen to mitigate the impact of students potentially using GenAI tools.
- Investing in educating and training staff, students and parents on the use of GenAI tools and raising awareness of the risks and issues that come with its use.

9.2 Misuse of GenAI by Students

In parallel to improving understanding across the Trust, schools should also be able to identify when GenAI tools are being misused.

Staff members should continue to use the skills and observation techniques already in use to assure themselves that students' work is authentically their own when attempting to identify a misuse of GenAI tools.

When reviewing students' work to ensure its authenticity, staff members should compare it against other work created by the student. Where the work is made up by writing, the staff members should make note of:

- Spelling and punctuation.
- Grammatical usage.
- Writing style and tone.
- Vocabulary.
- Complexity and coherency.
- General understanding and working level.
- The mode of production, i.e. whether the work was handwritten or word-processed.

Staff members should be aware of and look out for potential indicators of GenAI use, which include:

- Use of double line spacing and elongated hyphens.
- A default use of American spelling, currency, terms and other localisations.
- A default use of language or vocabulary which might not be appropriate to the working or qualification level.
- A lack of direct quotations and/or use of references where these are required or expected.
- Inclusion of references which cannot be found or verified.
- A lack of reference to events occurring after a certain date, reflecting when an GenAI tool's data source was compiled.
- Instances of incorrect or inconsistent use of first-person and third-person perspective where GenAI generated text has been left unaltered.
- A variation in the style of language evidenced in a piece of work, if a student has taken specific portions of text from an GenAI tool and then amended it.
- A lack of graphs, data tables or visual aids where these would normally be expected.
- A lack of specific, local or topical knowledge.
- Content being more generic in nature.
- The inadvertent inclusion of warnings or provisos produced by GenAI tools to highlight the limits of its ability or the hypothetical nature of its output.
- The submission of student work in a typed format, where this is not usual, expected or required.
- The unusual use of several concluding statements throughout the text, or several repetitions of an overarching essay structure within a single lengthy essay.
- The inclusion of confidently incorrect statements within otherwise cohesive content.

GenAI tools can be instructed to employ different languages and levels of proficiency when generating content, and some are able to produce quotations and references. Where necessary, schools could make use of programmes and services which have the potential to determine the likelihood that content was produced by GenAI tools.

Schools should be aware of the following when using such tools:

- They can be sufficiently unreliable to accuse a student of plagiarism.
- They can disproportionately flag content written by EAL students as potentially GenAI generated.

Any student work for any external award shall also be subject to any guidance issued by the relevant exam board and JCQ, see section 11 of this Policy.

Any breach of this Policy by a student will be dealt with in line with our Behaviour Policy.

9.3 Misuse of GenAI by Staff, Governors and Trustees

Breach of this Policy by staff will be dealt with in line with our staff code of conduct. Breach of this Policy by a Governor / Trustee will be dealt with in line with our Code of Conduct for Trustees and Governors.

Where disciplinary action is appropriate, it may be taken whether the breach occurs:

- During or outside of working hours.
- On an individual's own device or a school device.
- At home, at school or from a remote working location.

Individuals will be required to cooperate with any investigation into a suspected breach of this Policy. This may involve providing us with access to:

- The Generative AI application in question (whether or not it is one authorised by the Trust).
- Any relevant passwords or login details.

You must report any breach of this Policy, either by you or another member of staff, a governor or Trustee, to the headteacher, CEO or Chair of Trustees immediately.

If personal and / or sensitive data is entered into an unauthorised generative open AI tool, the Trust will treat this as a data breach and will follow the personal data breach procedure outlined in our data protection policy.

9.4 Raising Concerns

We encourage staff, governors and Trustees to speak to the Headteacher or CEO in the first instance if they have any concerns about a proposed use of GenAI, or the use of GenAI that may have resulted in errors that lead to adverse consequences or unfair treatment.

10. Student IP

Most generative AI tools use inputs submitted by users to train and refine their models.

The Trust supports ownership of the original work by the creator. Teachers and students should therefore only use Copilot or a GenAI tool that has passed the necessary assessment (see section 8 of this Policy).

11. Exams and assessments[6]

The Trust and its schools should take reasonable measures to prevent malpractice involving the use of generative AI tools in exams and assessments. Where use of GenAI tools is not discouraged, when used within JCQ guidelines, it must be referenced appropriately. It is imperative that schools adhere to their Assessment and Examination Policy and Non-

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[6] See this for more information: AI Use in Assessments: Protecting the Integrity of Qualifications (JCQ April 2023)

examination Assessment Policy at all times. These policies must address the appropriate and inappropriate use of GenAI tools.

Students should be informed about the appropriate and inappropriate uses of GenAI tools, as well as the consequences of their misuse. Students should be aware that submitting work produced with an GenAI tool is unacceptable, and they must be familiar with the school's policies on plagiarism and malpractice. Additionally, students should be informed of the risks associated with using GenAI tools to complete exams and assessments, including:

- Submitting work that is incorrect or biased
- Submitting work that provides dangerous and/or harmful answers.
- Submitting work that contains fake references.

Schools should issue the latest JCQ Information for Candidates to students and ensure that they fully comprehend it. Additionally, schools should provide parents with information that outlines the risks of using GenAI tools, what constitutes misuse, and the school's approach to malpractice. To ensure that students use GenAI tools appropriately, teachers, assessors, and other relevant staff should discuss the use of GenAI tools and agree on a joint approach to managing their use in the school. Students should only be allowed to use GenAI tools to assist with assessments if the conditions of the assessment permit the use of the internet, and if the student can demonstrate that the final submission is the result of their own independent work and critical thinking.

To ensure that students use GenAI tools appropriately, they should sign a declaration confirming their understanding of appropriate and inappropriate uses of GenAI tools and acknowledging that misuse constitutes academic malpractice. Students should also be informed of the consequences of submitting a false declaration. Any GenAI misuse detected after a declaration has been signed should be reported to the relevant awarding organisation.

Students should be made aware that the misuse of GenAI constitutes malpractice, as defined in the JCQ Suspected Malpractice: Policies and Procedures. They should also be informed that possible sanctions for committing malpractice through the misuse of GenAI tools include disqualification and debarment from taking qualifications for a number of years, and that their marks may also be affected. Misuse of GenAI tools includes, but is not limited to, the following:

- Copying or paraphrasing sections, or whole responses, of GenAI generated content.
- Using GenAI 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 the use of GenAI tools when they have been used as a source of information.
- Incomplete or poor acknowledgement of GenAI tools.
- Submitting work with intentionally incomplete or misleading references and/or bibliographies.

The information in Appendix 2 contains further guidance.

12. Review

The Policy will be reviewed annually by the Board of Trustees.

Appendix 1 – GenAI Principles Statement.

The Athelstan Trust

Generative Artificial Intelligence Principles Statement

At the Athelstan Trust, we recognise the growing impact of Artificial Intelligence (GenAI) in education and wider society. The use of emerging technology is important to equip our students for the world in which they live. We are committed to ensuring GenAI is used **safely, responsibly, and in ways that enhance learning and wellbeing.**

Our Core Principles:

Child-Centred Approach - GenAI will only be used to support **positive outcomes for children**. It must align with age-appropriate teaching methods, foster curiosity, and never replace meaningful human relationships or high-quality teaching.

Safety and Privacy First - We are committed to protecting our children's **data, identity and wellbeing**. Any GenAI tools or services must meet strict **data protection and safeguarding standards**, with no collection or sharing of personal data without clear consent and oversight.

Transparency and Human Oversight - GenAI must be **understandable to staff, parents, and children**. We will not use any GenAI decision-making that cannot be explained, and all GenAI-assisted outputs will be overseen by trained educators. Final responsibility always rests with a human.

Inclusion and Equity - GenAI should help close—not widen—gaps in learning. We will only adopt tools that promote **equity, accessibility and inclusion** for all learners, regardless of background or prior attainment.

Staff Development and Informed Use - Our staff will receive **ongoing support and training** to use GenAI tools thoughtfully and confidently. Teachers will remain in control of how GenAI is integrated into classrooms and planning.

Ethical Partnerships - We will work only with **trusted providers** who share our values. Any GenAI tools used in our schools will be thoroughly reviewed for **safety, ethics, educational value and transparency.**

Continuous Review - GenAI is rapidly evolving. Our use of it will be reviewed **regularly and openly**, with input from stakeholders. We will adapt our approach to ensure GenAI continues to serve the best interests of our community.

Appendix 2 – Athelstan GenAI acceptable use guidance for students (adapted from guidance given by Oxford Brookes University)

To be used in conjunction with JCQ guidance for examinations

Traffic light table

✓ Appropriate use	? At risk practices	✗ Inappropriate use
✓ **Ethical** use where the student is still the author of the assignment	? Relying on AI tools for a significant part of the assignment	✗ **Unethical** use where the student is no longer the author of the assignment
✓ **Transparent** use where the student makes clear where and how they have used AI in their assignment	? Not making all use of AI tools clear	✗ **Deceptive, hidden use** where the student uses AI but does not declare it with their assignment
✓ Helping the student **get started** with the assignment with planning or ideas	? Using AI tools to generate a part of the assignment	✗ Putting **the whole assignment task** into an Artificial Intelligence tool and using what is generated with little or no changes
✓ Helping the student **with small changes** in the development of their assignment such as correcting spelling	? Using AI for a lot of the development of an assignment	✗ Asking an AI tool to **generate a reference list** instead of the student doing research
✓ Helping the student with **proofreading/** checking before submission of the assignment	? Using AI to re-write an assignment at the final stage	✗ Using AI tools to answer assignment **questions**
✓ Using AI tools **with instruction or guidance from the teacher**	? Using AI in ways the teacher has not recommended	✗ Using AI when the assignment instructions state that **AI must not be used**

Possible uses of GenAI advice

1. Explaining keywords to check your understanding = Appropriate practice

This is appropriate practice. It is fine to get explanations of keywords from AI to check your understanding. However, don't forget that AI tools work by predicting text so may generate some inaccurate information.

2. Paraphrasing source text = At risk practice

This is an at risk practice because it means you risk not learning about your topic or not understanding the sources you are reading. It is acceptable to check a few words but not to get AI tools to paraphrase more than that, as there is a risk you will not be the author of your text.

3. Checking punctuation = Appropriate practice

Checking punctuation by using an AI tool is appropriate practice. There is no risk in getting an AI tool to ensure your punctuation is correct as this is an appropriate form of proofreading.

4. Submitting text generated by AI as your own work = Inappropriate practice

This is inappropriate practice. Text generated by AI is not your own work. You need to be the author of the work you submit. In addition, you must declare any use of AI tools.

5. Reducing your word count before submission = At risk practice

This is an at risk practice. Using AI tools to reduce your word count could result in significant editing by AI tools which would mean the risk of you losing your voice and control of the text. However, for a small amount of text reduction and editing, it could be acceptable.

6. Teaching about the topic = Appropriate practice

This is appropriate practice. It is fine to ask AI tools to teach you about the topic. The only risk is that as AI tools present predicted information, it may be inaccurate or biased. Referring to your class materials alongside AI use is the preferred option.

7. Planning your structure = Appropriate practice

This is appropriate practice. It is fine to get AI tools to help you plan your structure before you start writing. However, be aware of the risk that it may suggest a different structure to the actual task. Make sure you follow assignment instructions.

8. Generating your reference list = Inappropriate practice

This is inappropriate practice. Asking an AI tool to generate your reference list means you are not doing research to find, select and use sources yourself. There is also a risk that the references generated by AI are not real, so it could mean you are presenting falsified research. You can use referencing software to help you with formatting references, but you must not use an AI tool to generate the references for you. Always do your own research!

9. Using AI to report information from sources = Inappropriate practice

This is inappropriate practice. Using an AI tool to report information from sources means that you are not doing your own research or showing your understanding and learning from sources. There is also a risk that the information or the use of sources is false. Always do your own research!

10. Correcting grammar = Appropriate practice

This is appropriate practice. It is acceptable to use an AI tool to correct your grammar; there are a variety of tools that can help you to do this. However, check that the corrections are appropriate and try to proofread yourself to keep improving your skills.

11. Rephrasing your assignment to reduce text-matching = At risk practice

This is an at risk practice because getting an AI tool to rephrase your assignment in this way may mean that you lose control of the text. It may also mean that AI changes the meaning of what you are writing. However, it may be acceptable for small sections of text such as parts of a sentence.

12. Brainstorming ideas to get started = Appropriate practice

This is appropriate practice. It is fine to use AI for initial brainstorming of ideas to help you get started with an assignment. However, don't forget that there is a risk AI tools may generate inaccurate or biased information.

13. Providing some synonyms = Appropriate practice

This is appropriate practice. It is fine to ask AI tools to provide some synonyms for words; it is something you could also do with a dictionary. However, remember that sometimes AI tools generate inaccurate information.

14. Generating figures from numerical data = Appropriate practice

This is appropriate practice. Using AI tools to generate figures from numerical data is a means of presenting data that can be made through use of other tools such as Microsoft Forms.

15. Identifying arguments on a topic = At risk practice

This is an at risk practice. While it is similar to initial brainstorming before starting an assignment, asking an AI tool to specifically identify arguments on the topic may mean that you are over-relying on the tool to generate content. Don't forget that AI tools may also generate information which is false, biased, inappropriate or irrelevant.

16. Following assignment instructions to use AI = Appropriate practice

This is appropriate practice. If your teacher has provided you with assignment instructions that specify use of AI, then you should follow them. However, don't use AI in any way other than how you have been instructed, and always declare your use.

17. Using AI for answers to exam questions = Inappropriate practice

This is inappropriate practice. Using AI to generate the answers for exam questions means not answering them yourself. Always do your own work!

Glossary

appropriate = good or acceptable use
inappropriate = poor or unacceptable use,
at risk = use that is generally not acceptable, and could become inappropriate
AI tool = Generative Artificial Intelligence tools such as MS Copilot ChatGPT
author = person writing a text, responsible for the content
generate = create automatically (usually by an AI tool)