

Westminster Tutors



Artificial Intelligence (AI) Use Policy

2026-2027

Contents

1. Introduction	1
2. Policy Aim.....	1
3. Guiding Principles	1
4. Student Use of AI	2
5. Staff Use of AI.....	3
6. Assessment and Academic Integrity	4
7. Responding to Concerns About AI Use	4
8. AI Detection	5
9. AI Literacy and Education	5
10. University Applications and Awarding Bodies	6
11. Review and Evaluation.....	6
12. Responsibility.....	6
13. Related Policies and Guidance.....	7

1. Introduction

- 1.1 This policy sets out the College's supportive approach to AI in learning, with requirements for assessment integrity, privacy and safeguarding.
- 1.2 Westminster Tutors recognises that artificial intelligence (AI) is an important and enduring technological development. AI is likely to play a significant role in higher education, employment and wider society. As a college, we believe it is important that students learn how to use AI thoughtfully, critically and responsibly.
- 1.3 The College does not seek to prohibit the use of AI. We recognise that AI tools are increasingly available and are already being used by students and professionals across many fields. Rather than attempting to prevent students from engaging with AI, our aim is to help them develop the judgement required to use these tools in ways that support their learning and personal development.
- 1.4 As a small independent further education tutorial college, Westminster Tutors places particular emphasis on personalised education, independent thought and close relationships between teachers and students. The College coordinates tuition delivered directly by independent, self-employed teachers and separately provides educational support and oversight. This policy applies to students, College staff and those independent teachers; it does not change the Operational Model or contractual arrangements.

2. Policy Aim

- 2.1 This policy sets out the College's approach to the use of AI by students, College staff and independent teachers. It includes tools that generate or transform text, images, audio, video or code, including AI features within other software.
- 2.2 This policy governs College-related learning, assessment, administration and communication, use of College accounts or systems, and processing of College information. Its safeguarding and conduct requirements also apply to external AI use that affects the safety or participation of the College community.
- 2.3 The policy aims to:
 - support the responsible use of AI;
 - promote independent thinking and intellectual curiosity;
 - protect the integrity of assessment;
 - support the development of effective research and study skills;
 - ensure that AI is used in ways that enhance, rather than diminish, personalised learning.

3. Guiding Principles

- 3.1 AI as a Tool. AI should be viewed as a tool that can support learning. Like textbooks, search engines and other educational resources, AI can help students explore ideas, identify information and deepen their understanding of a subject.

- 3.2 AI Should Not Replace Learning. The purpose of education is not merely to produce answers. Students develop through reading, researching, thinking, discussing and expressing ideas in their own words. AI should not be used in ways that bypass these important developmental processes.
- 3.3 Independent Thought. The College values independent thinking. Students should learn to evaluate information critically rather than accepting AI-generated responses uncritically. The ability to question, analyse and form judgements remains essential regardless of technological developments.

4. Student Use of AI

- 4.1 Appropriate Uses. Students may use AI to support unassessed learning and revision without declaring every use. Examples may include:
- identifying potential sources for further research;
 - generating revision questions;
 - checking understanding of concepts;
 - organising study plans.
- 4.2 Research and Inquiry. AI can provide a useful starting point for inquiry. However, students should recognise that AI systems can make errors, present misleading information or provide incomplete explanations.
- 4.3 Students should therefore verify information using authoritative sources and should not rely solely on AI-generated responses.
- 4.4 Development of Research Skills. The College believes that students should develop strong independent research skills. Students should engage with books, articles, academic sources and other authoritative materials appropriate to their courses of study.
- 4.5 While AI may assist in identifying useful resources, it should not become a substitute for genuine research.
- 4.6 Student Authorship. Students must not submit AI-generated work as their own.
- 4.7 All submitted work should represent the student's own understanding, reasoning and expression. Students should be able to explain and discuss the work they produce and demonstrate ownership of their ideas.
- 4.8 Safe and Suitable Tools. Use must comply with the tool's age limits, account conditions and any required parent or guardian permission. Students must not bypass those requirements or College filtering and monitoring. Before directing students to use a tool, teachers must check that the Principal has approved the particular tool, proposed use and safeguards, including appropriate supervision and suitability for the student. This policy does not approve a particular service or require students to buy a subscription.

- 4.9 Privacy. For College-related use, students must not upload personal, confidential or safeguarding information about themselves or others to an AI service without the Principal's prior approval of the particular tool, use and data handling. This includes identifiable work, photographs, voices, health information and student records. The College must establish the necessary lawful basis, transparency, security and safeguards; a teacher's instruction or disclosure alone is not permission.
- 4.10 Harmful Use. AI must not be used to bully, harass, discriminate, impersonate others or create deceptive evidence. Creating, requesting or sharing sexualised or intimate deepfakes of another person, or sexual imagery of anyone under 18, is prohibited. A student who encounters such material should tell a trusted member of staff or the DSL promptly and must not forward it as proof. Staff must follow the Safeguarding Policy and the guidance on handling sexual imagery.

5. Staff Use of AI

- 5.1 Professional Judgement. Teachers and staff may use AI to assist with teaching, planning, administration, organisation and wording. AI must not replace or override professional judgement.
- 5.2 Teachers remain responsible for the quality, accuracy and suitability of any materials used in teaching.
- 5.3 Personalised Learning. Westminster Tutors is built around personalised education. Resources should therefore be tailored to the needs of individual students rather than generated as generic materials.
- 5.4 AI may assist teachers in creating targeted resources, such as additional questions on topics where a student requires further practice.
- 5.5 Reports and Reflections. Teacher reports, weekly reflections and professional evaluations must originate from the teacher's own observations, evidence, understanding and judgement.
- 5.6 AI may help organise or polish that wording, but must not invent observations or evaluations. The teacher remains responsible for checking the accuracy, authenticity and suitability of the final text.
- 5.7 Staff and teachers must follow the Data Protection Policy, Acceptable Use and Digital Safety Policy and safeguarding arrangements when using AI. Personal, confidential or safeguarding information must not be entered into an AI service unless the Principal has approved the particular tool, use and data handling, with the necessary lawful basis, transparency, security and safeguards in place. Use genuinely anonymous or non-personal examples wherever possible; removing a name alone may not anonymise information. A staff member's willingness to disclose information is not authority to share someone else's data. Copyright and permission to upload teaching materials or student work must also be checked. This policy does not approve a named supplier or unrestricted data uploads.
- 5.8 Human Responsibility. AI must not make final decisions about admissions, grades, predicted grades, access arrangements, safeguarding or disciplinary outcomes. Relevant staff and teachers remain responsible for reviewing the evidence and making decisions. AI must not be the sole marker of assessed work: an authorised human assessor must review the complete work and determine the mark. No automated consequential decision-making system is approved by this policy.

6. Assessment and Academic Integrity

- 6.1 Educational Purpose. The College's concern regarding inappropriate AI use is primarily educational rather than disciplinary.
- 6.2 When students rely excessively on AI to complete written work, they may deprive themselves of opportunities to develop essential skills, including writing, reasoning, analysis and communication.
- 6.3 Authentic Evidence of Learning. Assessment should provide reliable evidence of a student's knowledge, understanding and skills.
- 6.4 Where AI has substantially contributed to a piece of work, that work may not provide a valid indication of the student's attainment.
- 6.5 Declaration of AI Use. Routine AI use for unassessed learning and revision need not be declared. For assessed work, students must follow the task instructions; qualification, coursework and non-examination assessment requirements take precedence. Any permitted AI contribution must be acknowledged in accordance with the current awarding-body and JCQ rules.
- 6.6 AI-generated work must not be submitted as the student's own. Acknowledgement does not make prohibited use acceptable. Teachers must explain the assessment rules before work begins and follow the Examinations Policy where misuse is suspected.
- 6.7 For qualification work where AI is used as an information source, identify the tool and generation date, verify and reference underlying sources, and submit a non-editable record of prompts and output with a short explanation of its use. Teachers must be satisfied that the work is authentic before accepting it for assessment. AI material cannot earn credit for skills the student has not independently demonstrated.

7. Responding to Concerns About AI Use

- 7.1 Initial Response. Concerns about AI use will normally be addressed through discussion between the student and teacher. For qualification assessments, the applicable examination and malpractice procedures take priority. An educational discussion must not delay required reporting, compromise evidence or replace an awarding-body investigation. Safeguarding concerns must be reported immediately to the DSL or Deputy DSL under the Safeguarding Policy; record the concern in MyConcern without delaying protective action. Concerns about an adult working with students follow the specific route in that policy.
- 7.2 Teachers must refer suspected assessment misuse promptly through the Examinations Policy and preserve relevant evidence. Before the student signs the authentication declaration, the centre addresses concerns through its internal procedures. Once the declaration is signed, suspected or detected AI misuse must be reported to the relevant awarding organisation under the applicable malpractice rules.
- 7.3 The purpose of these discussions is to support learning and help students develop effective habits of study and research.

- 7.4 Collaborative Support. Relevant staff may share necessary information with the student's mentor, personal tutor and other teachers for legitimate academic, pastoral or safeguarding purposes, in accordance with the College's information-sharing arrangements.
- 7.5 This reflects the College's collaborative approach to supporting student development.
- 7.6 Repeated Concerns. Where concerns persist, the College may:
- provide additional guidance and mentoring;
 - increase monitoring of submitted work;
 - require supervised assessments;
 - ask students to explain their work verbally;
 - involve parents or guardians where appropriate to the student's age, wishes, lawful basis and safeguarding needs.
- 7.7 Serious or Persistent Cases. Serious or persistent misuse of AI may be addressed through existing academic, behaviour or disciplinary procedures.
- 7.8 The College does not operate a separate disciplinary system for AI-related matters.

8. AI Detection

- 8.1 Professional Judgement. Westminster Tutors does not rely on AI-detection software.
- 8.2 Evaluating Concerns. Concerns regarding AI use are considered through professional judgement, knowledge of the student's work, classroom performance, assessment evidence and discussions with the student.
- 8.3 The College recognises the limitations of technological attempts to identify AI-generated content.
- 8.4 A detector score is not proof of misconduct and must not determine an outcome on its own. The student must have an appropriate opportunity to explain the evidence, with relevant support or adjustments. Student work must not be uploaded to a detection service without the Principal's approval of the particular tool, use and data handling and the required data-protection checks.

9. AI Literacy and Education

- 9.1 Teaching Responsible Use. The College believes that responsible AI use should be taught explicitly.
- 9.2 Students should understand both the opportunities and limitations associated with AI.
- 9.3 Mentoring and PSHCE. Discussions about AI may take place through mentoring, PSHCE and other educational activities.
- 9.4 Students will be encouraged to consider accuracy, bias, invented references, privacy, copyright, harmful synthetic media and the importance of independent research. They should understand how to seek help and report unsafe content. AI advice must not replace professional or safeguarding support.

10. University Applications and Awarding Bodies

- 10.1 Awarding Bodies. Students must comply with the requirements of examination boards and awarding organisations regarding AI use.
- 10.2 University Applications. Students must comply with UCAS guidance and any relevant university requirements.
- 10.3 Personal statements and application materials should reflect the student's own experiences, reflections and writing.
- 10.4 AI may be used to explore courses, identify opportunities and brainstorm possible topics for discussion. However, AI should not be used to generate personal statements or application text on behalf of a student.

11. Review and Evaluation

- 11.1 Artificial intelligence technologies are developing rapidly.
- 11.2 Westminster Tutors recognises that current understandings of effective AI use may evolve over time. The Director of Studies (Academic) will review this policy annually, or earlier following material change, and may adapt its guidance as the capabilities, limitations and educational implications of AI become better understood.

12. Responsibility

- 12.1 The Director of Studies (Academic) oversees this policy, coordinates briefing for College staff, independent teachers and students, and undertakes its annual review. The Principal retains responsibility for approving AI tools and proposed uses involving identifiable student information, consulting IT and data-protection expertise where appropriate. Approval must cover the particular tool, use and data handling, including age and suitability, supervision, safety, privacy, security, copyright and accessibility safeguards.
- 12.2 All College staff and independent teachers are responsible for applying this policy within their roles and supporting students in responsible and effective AI use. Teachers must explain task-specific assessment rules; the Head of Centre retains responsibility for the College's qualification-assessment and malpractice arrangements.

13. Related Policies and Guidance

- 13.1 Read this policy with the Examinations Policy and malpractice procedures, Assessment and Reporting Policy, Acceptable Use and Digital Safety Policy, Data Protection Policy, Safeguarding Policy, Behaviour Policy, Anti-Bullying Policy and current UCAS application policies. Follow the applicable awarding-body requirements and the before- and after-authentication reporting routes in the Examinations Policy.

[JCQ AI use in assessments guidance](#)

[DfE generative AI in education](#)

[Keeping children safe in education 2026](#)

[UKCIS advice on sharing nudes and semi nudes](#)

Ownership and approval	
Approved by	Sean Doherty, Principal
Policy oversight	Director of Studies (Academic)
Audience	Students, College staff and independent teachers
Version control	
Status	Approved
Approval date	15 October 2026
Academic year	2026–2027
Next review	September 2027 or earlier following material change