



TYPE: Policy and Procedure

REFERENCE: LWP 31

SUBJECT: Artificial Intelligence (AI) Policy

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APPROVED BY: The Board of Directors

1. Purpose and Scope

This policy sets out how Artificial Intelligence (AI) technologies may be used within Learning Works in teaching, learning, assessment, and research. Learning Works is committed to innovation in the delivery of its courses. Artificial Intelligence provides both opportunities and challenges for how we develop and deliver our educational programmes, our research, and knowledge exchange activities. The policy aims to consider the opportunities, benefits and risks within developing ethical and good practice in the use of Artificial Intelligence technologies.

2. Definitions

Artificial Intelligence (AI):

Technologies that generate, predict, or process outputs based on patterns in data including generative AI and machine learning.

Generative AI (Gen AI):

This is a subset of AI that specialises in creating new content based on patterns learned from existing data and creative applications like writing.

AI-Generated Content:

Any output produced substantially or fully by an AI system such as ChatGPT, Claude, Gemini or other AI systems.

3. Principles

a. Benefits

The institution acknowledges the benefits of AI and strongly recommends the use of good practices in its application. It is important that staff and students understand the opportunities associated with the use of these tools and can critically evaluate and apply what they have learned.

b. Fairness and Transparency

Use of AI needs to be clear, fair and transparent. Users must declare when AI has been used to generate or significantly contribute to academic work.

c. Standards

The highest standards of academic rigour and integrity are to be upheld and maintained.

4. Acceptable uses of AI

AI may be used for the following:

- Drafting ideas, outlines or plans with due acknowledgement.
- Language support, grammar checking or accessibility assistance.
- Research support including literature searches.

5. Ethical and Legal Issues

a. Privacy and data considerations

Risks to privacy and intellectual property associated with the information that students and staff may enter exists and due attention needs to be exercised by all users.

b. Risk of bias and discrimination

AI tools produce answers based on information generated by humans which may contain societal biases and stereotypes which may be replicated in the AI tool's outputs.

c. Inaccuracy and misinterpretation of information

Data and information contained within generative AI tools is obtained from a wide range of sources, including those that are poorly referenced or incorrect. Similarly, unclear commands may be misinterpreted by generative AI tools and incorrect,

irrelevant or outdated information may be produced. The accuracy of information generated by these tools when transferred to another context lies with the user.

d. Plagiarism

Generative AI tools re-present information developed by others with the risk of the content provided being plagiarised or having copyright infringements with the users then submitting this information as being their own.

6. Assessment

a. Declaration

Students must disclose AI assistance using a statement such as: *‘I used {Name of Tool} for {Indicate Purpose}. The final work reflects my own understanding and I have duly verified it.*

b. Turn-it-in

The AI detector tool used by the institution may be used only as a supportive indicator and not as sole evidence. Decisions need to be taken by tutors based on their knowledge of the students’ abilities and on their knowledge of the subject/s.

c. Assessments

Tutors need to ensure that apart from carrying out formative assessments where the scope is to ensure that learning is taking place and summative assessments where students are set tests/examinations in accordance with the course description, they also need to focus on assessment as learning. As a result of the widespread use of AI tools, when assessing student presentations and assignments tutors need to set tasks where students are required to show that they have grasped the subject content and when they have doubts about the authenticity of the work submitted they need to call up students and ask them questions to determine whether they have actually understood what they have written.

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