Use of AI in NTC Coursework Policy

1.0 Definition

1.1 Artificial Intelligence (AI) – "Artificial intelligence (AI) is technology that enables computers and machines to simulate human learning, comprehension, problem solving, decision making, creativity and autonomy."[1]

1.2 Generative AI (GenAI) – "Generative AI, sometimes called 'gen AI', refers to deep learning models that can create complex original content—such as long-form text, high-quality images, realistic video or audio and more—in response to a user's prompt or request."[2]

1.3 Large Language Model (LLM) – "LLMs are designed to understand and generate text like a human, in addition to other forms of content, based on the vast amount of data used to train them. They have the ability to infer from context, generate coherent and contextually relevant responses, translate to languages other than English, summarize text, answer questions (general conversation and FAQs) and even assist in creative writing or code generation tasks."[3]

The term "AI" in common usage can refer to any of these three technologies. For the purposes of this policy, the use of "AI" and "GenAI" should be understood to cover all three. Tools using these technologies may not use this precise terminology, but are covered by this policy.

2.0 NTC's approach to AI

NTC's approach towards AI resonates with the general position taken by research universities across the UK, including the University of Manchester.[4] NTC affirms that AI tools, when properly used, can be embraced as a helpful tool to enhance teaching and learning, as well as support inclusivity and accessibility. Taking its inspiration from the Russell Group principles,[5] NTC aims

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[1] "What Is Artificial Intelligence (AI)?" IBM, last modified August 9, 2024. https://www.ibm.com/think/topics/artificial-intelligence.

[2] "What Is Artificial Intelligence (AI)?" IBM, last modified August 9, 2024. https://www.ibm.com/think/topics/artificial-intelligence.

[3] "What Are Large Language Models (LLMs)?" IBM, last modified November 2, 2023. https://www.ibm.com/think/topics/large-language-models.

[4] See UoM policy "Artificial Intelligence (AI) Teaching Guidance" (Oct 2023)

[5] https://www.russellgroup.ac.uk/sites/default/files/2025-01/Russell%20Group%20principles%20on%20generative%20AI%20in%20education.pdf (accessed 23 June 2025).

to make students aware of the presence, purpose, and limits of AI, including the various ethical issues that will need to be considered when using AI.[6]

3.0 AI and plagiarism

NTC affirms the general position across HE institutions that presenting work created by GenAI as one's own work is plagiarism and will be treated using the same principles and processes as plagiarism of another person's original work.

Student may use GenAI to

- assist with brainstorming
- explore new ideas/topics
- explore potential counterarguments
- identify the source of an unattributed statement

Students must not use GenAI to

- generate portions of writing and include these in their essays or essay outlines
- generate research questions
- paraphrase, rewrite, or translate their own writing
- interpret or paraphrase confidential information, including any personal information relating to identifiable individuals

This framework applies to all written work submitted at NTC, as well as to class presentations and oral assessments (e.g., students may not use AI to generate a script to be read in presentation) and language classes (e.g., students may not use AI for translation homework exercises).

4.0 AI and Translation

Students may use GenAI to

- develop their knowledge of subject-specific vocabulary
- check for grammatical errors in their written work

[6] See page 5 of *Supporting your Students with Generative AI Tools* for ethical considerations with GenAI, https://www.reading.ac.uk/cqsd/-/media/project/functions/cqsd/documents/ade/supporting-students-with-genai.pdf?la=en&hash=0590AC89F6779A141B6E8D7FA0EEAE9B (accessed 24 June 2025).

Students must not use GenAI to

- translate their work, including large sections, written in another language into English. This applies, but is not limited to, essay assignments, presentation scripts, and translation exercises in language classes.

5.0 Appendix: Guidance for Teaching and Marking

NTC's marking platforms, such as TurnItIn, often include a detection function for the use of AI in students' submitted assignments. These must be treated as indicators that may lead to a fuller inquiry but they must never be utilised as reliable evidence for identifying plagiarism or improper use of AI.

If lecturers suspect a written assignment to include content created by AI without proper acknowledgment, they will proceed in the exact same line of inquiry as for plagiarism suspicions related to the original work of another person. These procedures are laid out in NTC's "Academic Malpractice Review Form" and advances through 4 stages:

1. A careful reading of the assignment and a clear report of the indicators for malpractice along with the moderator's assessment of the submission. Ideally, this includes indication of specific pages in the assignment and examples of alleged use of GenAI.
2. A check of the student's academic record with regard to previous malpractice offenses; this will be completed by the Academic Office upon receipt of the Malpractice Review Form.
3. Upon the release of the student's contact details by the Academic Office, the lecturer will contact the student and discuss the case, adding the student's response to the review form.
4. The Academic Malpractice Committee will review the form and offer their recommendation to the Academic Office and faculty.

Markers at NTC may not use AI software to mark student submissions.

Policy title	Use of AI in NTC Coursework Policy
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Lead contact	Academic Malpractice Committee (Samuel Hildebrandt, MiJa Wi) and Learning Enhancement Coordinator (Joe Boston)