SA.18	Use of Artificial Intelligence (AI)			
APPROVED BY	**ACADEMIC BOARD**		Reviewed	May 2025
REVIEW STAKEHOLDERS	▪ PROGRAMME LEADERS/PROFESSIONAL LEADS		Minor Edit	
	▪ ACADEMIC DEAN		Review period	1 YEAR
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RELATED DOCUMENTS	SA.19 PLAGIARISM POLICY SA.31 PRIVACY POLICY			

1. PURPOSE

1.1. To establish the circumstances and manner in which it is appropriate to employ the use of AI tools.

1.2. To guide the ethical and effective use of AI tools to ensure AI supports BTI's biblically centered values, promotes responsible and thoughtful engagement towards a community that values relational, responsive, and collaborative learning.

1.3. To outline the process for inappropriate use of AI tools by students.

2. DEFINITIONS AND SCOPE

2.1. This policy applies to all students and staff at BTI, across all courses and activities.

2.2. AI refers to the simulation of human intelligence processed by machines or computer systems. It incorporates generative artificial intelligence: a non-human adaptive tool or mechanism that can autonomously generate text, images, audio, video, or anything else that resembles human created content.

3. GUIDING PRINCIPLES

3.1. AI is appropriate when employed to;

    3.1.1. support creativity, critical thinking, and collaborative learning.

    3.1.2. enhance human relationships, and collaborative efforts, not replace them.

    3.1.3. enhance understanding and enhance efficiency, not replace personal effort or misrepresent original work.

3.2. When AI is employed;

    3.2.1. the use should respect the dignity, privacy, and rights of all individuals.

    3.2.2. the use should be aligned with BTI's values.

    3.2.3. the use should respect academic integrity, and ethical standards.

    3.2.4. the information/output should be verified. All claims, references, data should be checked.

3.3. Consider the following questions when using AI in alignment with the guiding principles:

    3.3.1. Does this use of AI enhance or diminish my personal engagement with the material?

    3.3.2. Am I using AI in a way that is honest, fair, and respectful of others?

    3.3.3. Does this use of AI align with BTI's values?

    3.3.4. Have I acknowledged AI-generated content appropriately?

    3.3.5. Does this use of AI promote or hinder my engagement with others?

    3.3.6. Am I using AI to enhance collaboration and understanding within my community?

    3.3.7. Is the AI use in line with BTI's ethos of fostering meaningful relationships?

4. POLICY

4.1. The use of AI is appropriate where such use aligns with the guiding principles mentioned above. Examples of appropriate AI use include:

    4.1.1. Research Support: for literature searches, summarisation, or translation, provided the original sources are cited.

    4.1.2. Study Aid: for grammar checking, generating, refining or developing ideas, or creating practice quizzes.

    4.1.3. Administrative Tasks: streamlining scheduling, summarising, synthesising, reminders, and task management.

    4.1.4. Collaborative Learning: for brainstorming or communication that enhances group interaction.

    4.1.5. Models, exemplars and case studies: to develop models, exemplars and case studies that are correctly attributed to AI and can be used to support student learning in a practice environment.

    4.1.6. Creating resources: developing learning aids, therapeutic interventions that are differentiated to suit the needs or context of students, including static images, audio, videos, etc.

4.2. Further guidance on the appropriate use of AI can be sought from Academic Support and educators.

4.3. Educators are expected to provide clear guidelines as what forms of AI usage are allowable for different assignment tasks.

4.4. The use of AI is prohibited in the following situations:

    4.4.1. To develop and present content as one's own without proper attribution.

    4.4.2. As a substitute for understanding that can be applied.

    4.4.3. To fabricate data or references or manipulate results in a misleading manner.

    4.4.4. To compromise privacy or confidentiality.

4.5. Proper attribution of AI-generated content will be negotiated with your educator/s and could include:

    4.5.1. The inclusion of the prompts used to generate content.

    4.5.2. The specification of the AI tools that were employed.

    4.5.3. The referencing of AI within assignment text, and in the reference list.

    4.5.4. The assignment draft prior to AI generated content being considered.

4.6. Where inappropriate AI use is suspected in assignment submission or attendance and participation tasks, students can be tested verbally about their assignments and learning activities.

    4.6.1. When the result of verbal testing shows disparity between the assignment that has been submitted and the verbal communication, the educator will consult with the Course Coordinator (or equivalent) and/or a learning advisor in the first instance. Depending on the seriousness, the outcome may be:

        a. The educator may use this example for teaching purposes.

        b. The student may be required to rework the assessment task/learning activity within the life of the course. If the resubmitted work is at a passing grade, the student will be allocated a passing grade of CP (50%).

        c. The assessment may receive a failed grade without the opportunity to resubmit.

        d. It may be appropriate for a grade of 0% to be given where there is limited evidence of understanding.

e. It may be appropriate for a grade of up to 29% to be given where there is excessive inappropriate use of AI but there is some evidence of understanding.

f. It may be appropriate for a grade of up to 50% to be given where there is significant inappropriate use of AI and clear evidence of understanding.

g. A review of studentship may be initiated (refer to General Academic Regulations).