

Christ Theological College

Artificial Intelligence (AI) Policy

Policy Owner: Academic Dean

Approving Body: CTC Board of Trustees

Version:1.0

Approval Date:

Effective Date: July 2026

Review Date: July 2026

Review Cycle: Annual for the first two years. Thereafter at least every two years or sooner if required

Policy at a Glance

Five rules for everyone

- AI is optional unless an assessment or authorised College task expressly requires it.
- The person using AI remains responsible for the accuracy, quality, legality and integrity of the final work.
- Students must submit work that is genuinely their own and must declare any substantive use of generative AI.
- Personal, confidential, safeguarding, pastoral, assessment or unpublished material must not be entered into public AI tools.
- When unsure, pause and ask the module tutor or the College before using AI.

Contents

1. Purpose
2. Scope and definitions
3. CTC principles
4. Student use of AI
5. Teaching, assessment and feedback
6. Staff and College use
7. Privacy, confidentiality, copyright and security
8. Responsibilities and oversight
9. Concerns, suspected misuse and breaches
10. Support, communication and review
11. Appendix 1: Student AI declaration
12. Appendix 2: Assessment AI-use statement
13. Appendix 3: Quick decision checklist

Related CTC Documents

This policy should be read with the relevant CTC regulations and policies, including where applicable:

- Teaching and Learning Policy
- Quality Assurance Policy
- Learning Resources and Digital Infrastructure Policy
- Admissions Policy
- Student Academic Appeals Policy and Academic Appeals Procedure
- Student Complaints Policy
- Student Engagement and Feedback Strategy
- assessment regulations and academic integrity or misconduct procedures
- data protection, privacy, safeguarding, equality and staff policies.

Where CTC provision is validated, accredited or otherwise governed by Union School of Theology, any approved Union requirement will apply where it is more specific or restrictive. CTC will communicate the applicable requirement to students. In any other conflict with an approved programme or validating-body requirement, the College will clarify which requirement applies and update this policy or the relevant assessment guidance as necessary.

1. Purpose

Artificial intelligence (AI), including generative AI, is increasingly present in study, ministry, employment and everyday digital tools. CTC does not seek to ban responsible use. It aims to help students and staff use AI wisely while protecting academic standards, human dignity, privacy, fairness and the value of theological formation.

The purposes of this policy are to:

- set clear and realistic expectations for students and staff;
- protect the integrity of CTC learning, teaching and assessment;
- support critical and ethical AI literacy;
- ensure that AI assists rather than replaces human learning, judgement, creativity, pastoral responsibility and spiritual formation; and
- provide a fair process when AI use gives rise to concern.

2. Scope and Definitions

2.1 Scope

This policy applies to all CTC students, staff, visiting or associate lecturers, volunteers, trustees and others carrying out work on behalf of the College. It covers learning, teaching, assessment, research, administration, communication and the creation of text, images, audio, video, presentations or other digital material. It does not regulate purely personal use unrelated to CTC.

2.2 Definitions

Artificial intelligence (AI): digital systems that perform tasks commonly associated with human intelligence, such as recognising patterns, making predictions, analysing information or producing content.¹

Generative AI (GenAI): AI capable of creating new text, images, audio, video, code or other content in response to prompts. Examples change rapidly and may be built into familiar software.²

AI-assisted work: work in which AI supports part of the process but a person retains intellectual control, checks the output and takes responsibility for the result.³

Substantive AI use: use that materially affects ideas, structure, analysis, wording, translation, media or conclusions. Basic spell-checking, punctuation and formatting that do not rewrite content are not normally substantive.⁴

Public AI tool: a service whose data protection, retention, training or confidentiality arrangements have not been expressly approved by CTC for the intended use.⁵

3. CTC Principles

CTC's approach is rooted in its vision of equipping Christians for mission and ministry through intercultural theological education and formation. The following principles guide all use of AI.⁶

¹ Organisation for Economic Co-operation and Development (OECD), *Explanatory Memorandum on the Updated OECD Definition of an AI System* (Paris: OECD, 2023), accessed July 24, 2026, https://www.oecd.org/en/publications/explanatory-memorandum-on-the-updated-oecd-definition-of-an-ai-system_623da898-en.html; National Institute of Standards and Technology (NIST), "Artificial Intelligence," accessed June 24, 2026, <https://www.nist.gov/artificial-intelligence>.

² Organisation for Economic Co-operation and Development (OECD), "Generative AI," accessed July 24, 2026, <https://www.oecd.org/en/topics/generative-ai.html>.

³ National Institute of Standards and Technology (NIST), "Human-Centered AI," accessed June 24, 2026, <https://www.nist.gov/programs-projects/human-centered-ai>. (NIST emphasises human-centred AI and the continuing role of human judgement and oversight.)

⁴ Organisation for Economic Co-operation and Development (OECD), "Generative AI," accessed July 24, 2026, <https://oecd.ai/en/genai>.

⁵ Ibid.

- **Christ-centred integrity.** CTC expects truthfulness, wisdom, stewardship and respect for others. AI must never be used to deceive, impersonate or conceal authorship.
- **Human responsibility.** AI may assist human work, but it does not possess moral, pastoral or spiritual accountability. Human beings remain responsible for decisions and outcomes.
- **Learning and formation.** Theological education involves knowledge, critical thinking, character, discernment, community and practice. AI must not replace the student's own engagement with Scripture, scholarship, reflection, prayer, ministry context or dialogue with others.
- **Academic integrity.** Assessment must provide reliable evidence of a student's own achievement of the learning outcomes.
- **Transparency.** Substantive AI use must be openly declared. Declared use within the permitted boundaries will not itself attract a penalty.
- **Critical evaluation.** AI output can be inaccurate, fabricated, biased, out of date or overly confident. It must be tested against Scripture in context, credible scholarship, primary sources where appropriate and sound academic judgement.⁷
- **Intercultural awareness.** AI can reproduce dominant cultural assumptions and may omit, flatten or misrepresent African, Asian, Latin American, diaspora and other Global Christian voices. Users must actively consider whose knowledge is represented, whose is missing and whether theological claims are contextually responsible.
- **Inclusion and fairness.** AI should not create avoidable disadvantage through cost, disability, language, digital confidence or unequal access. Students will not be disadvantaged for choosing not to use optional AI.
- **Privacy and respect.** Personal data, confidential information, intellectual property and the image or voice of others must be protected.
- **Proportionate oversight.** CTC will use clear guidance, human judgement and existing academic processes. It will not treat an automated AI-detection score as proof of misconduct.

4. Student Use of AI

4.1 Default position

⁶ Christ Theological College, 'Vision' and 'CTC Distinctives', www.ctcollege.org/vision/ and www.ctcollege.org/ctc-distinctives/ (accessed 22 July 2026).

⁷ Department for Education, 'Generative Artificial Intelligence (AI) in Education', updated 12 August 2025, section 'Opportunities and challenges for the education sector', www.gov.uk/government/publications/generative-artificial-intelligence-in-education/generative-artificial-intelligence-ai-in-education.

AI use is optional unless an assessment brief expressly requires it. Where an assessment brief is silent, Level 2 below applies. A module tutor may set a different level for a particular assessment, but this must be stated clearly and in reasonable time.

Level	Position	What this means
Level 1	Restricted	No generative AI may be used for the assessment, except basic spell-checking, formatting and any assistive technology formally agreed with CTC.
Level 2	Supported preparation - CTC default	AI may support preparation, such as brainstorming, clarifying concepts or suggesting a preliminary structure. AI-generated wording, analysis or media must not be submitted as the student's own. Substantive use must be declared.
Level 3	Directed or embedded	The assessment instructions expressly permit or require specified AI use, for example critiquing an AI response. Students must follow the stated limits and provide the required declaration or usage record.

4.2 Normally permitted at Level 2

Subject to privacy, copyright and assessment instructions, students may use AI to support but not replace their learning by:

- brainstorming initial questions, search terms, topics or approaches;
- asking for a plain-language explanation of a concept, then checking it against reliable sources;
- generating revision questions or a study plan from their own non-confidential notes;
- suggesting a preliminary outline which the student critically reshapes;
- receiving general feedback on clarity, without accepting substantial rewriting;
- using translation or language support for comprehension, within section 4.5; or
- using transcription for their own non-confidential recording where consent and research requirements have been met.

Students must still read the relevant sources, develop their own argument, write or create the submission themselves, and verify every claim and reference.

4.3 Prohibited or inappropriate use

Unless Level 3 instructions expressly permit it, students must not:

- submit AI-generated text, analysis, images, audio, video, slides, code or other material as if it were their own;
- ask AI to produce all or a substantial part of an assignment, sermon, reflection, presentation, discussion post or project;
- use AI to rewrite a draft so extensively that the final wording, structure or argument no longer represents their own work;
- use AI-generated summaries or paraphrases as a substitute for reading, understanding and citing the original sources;
- invent, conceal or fail to check quotations, biblical references, bibliographic details, evidence or research data;
- use AI during an examination, test, viva or other restricted task unless expressly authorised;
- use translation or editing tools to disguise the source or authorship of submitted work;
- upload another student's work, unpublished teaching materials, assessment questions, restricted library material, personal data or confidential ministry information;
- fabricate interviews, testimonies, ministry experiences, reflective accounts or research findings; or
- create a realistic imitation of another person's image or voice without their informed permission.

4.4 Declaration and record keeping

Every summative submission must include the AI declaration in Appendix 1, including when no generative AI has been used. Where AI has been used substantively, the student must name the tool, explain the purpose and describe how the output influenced the work. Basic spell-checking, punctuation and formatting need not be listed unless the tool substantially rewrote the work.

Students should keep relevant drafts, notes, source records and, where practicable, prompts and outputs until the assessment result is confirmed. These may be requested if there is a reasonable question about authorship or process.

Normal academic referencing remains essential. AI is not a reliable substitute for an original source. If AI output itself is quoted, reproduced or analysed as an object of study, it must be acknowledged in the form required by the assessment guidance.

4.5 Language support, translation and accessibility

CTC values its intercultural and multilingual community. Students may use dictionaries, translation tools or AI explanations to support their understanding. However, submitted work must remain their own and must meet the learning outcomes.

- Where written English or another language is itself being assessed, AI translation or substantial rewriting is not permitted unless expressly authorised.
- Where a tool translates or rewrites material that appears in the final submission, the student must obtain permission where required by the assessment brief and declare the use.
- Students who need assistive technology or a reasonable adjustment should discuss this with the College. An agreed adjustment will not be treated as misconduct.

4.6 Student responsibility

The student remains responsible for everything submitted in their name. Statements such as 'the AI made the error' do not remove responsibility for inaccurate information, fabricated sources, plagiarism, bias, breach of confidentiality or failure to follow instructions.

5. Teaching, Assessment and Feedback

5.1 Clear assessment instructions

For each summative assessment, the module tutor or relevant academic lead must identify Level 1, 2 or 3 and state any task-specific limits. The short form in Appendix 2 may be placed in the assessment brief. Where different parts of one assessment have different rules, each part should be labelled clearly.

5.2 Assessment design

CTC will review assessment in a proportionate way so that it continues to provide trustworthy evidence of student learning. Tutors should:⁸

- align the permitted AI level with the learning outcomes;
- use authentic, contextual and varied tasks where appropriate, including application to Scripture, theology, ministry or mission;

⁸ "Quality Assurance Agency for Higher Education, Reconsidering Assessment for the ChatGPT Era: QAA Advice on Developing Sustainable Assessment Strategies (July 2023)," www.qaa.ac.uk/docs/qaa/members/reconsidering-assessment-for-the-chat-gpt-era.pdf.

- consider reflection, presentations, discussion, practical work or short oral follow-up where these strengthen assessment validity;
- avoid requiring a paid AI account unless CTC has ensured fair access or provided an equivalent alternative; and
- avoid creating unnecessary administrative burdens for students or staff.

5.3 teaching materials

Tutors may use AI to help generate ideas, draft examples, create an outline or adapt non-confidential teaching material. They must exercise subject expertise, verify the result, correct bias and errors, respect copyright, and remain responsible for the final material. Substantive AI-generated material should be identified to students where this is educationally relevant or necessary to avoid misleading them about authorship.

5.4 Marking and feedback

- AI must not make the final decision on a mark, progression outcome or academic penalty.
- Student work must not be uploaded to a generative AI or external detection service unless CTC has approved the tool and the data-protection, contractual and academic arrangements for that use.
- AI-assisted marking or feedback may only be used where expressly authorised by CTC. A suitably qualified person must review and take responsibility for the decision and feedback.
- Students should be assessed against the published learning outcomes and criteria, not against assumptions about whether their writing 'sounds like AI'.

6. Staff and College Use

Staff may use AI for low-risk assistance, provided no restricted information is entered and a person checks and owns the final result. Examples include brainstorming, creating a first outline, improving the clarity of the user's own non-confidential text, suggesting public search terms, or drafting a routine template.

Staff must not use AI to:

- make an unsupervised or final decision about admission, marking, progression, discipline, complaints, appeals, staff recruitment, appraisal, safeguarding or pastoral care;
- generate references, evidence or factual claims without checking reliable sources;

- issue inaccurate, discriminatory or misleading College communications;
- present AI-generated teaching, research or public material as original human work where disclosure is required; or
- input restricted information contrary to section 7.

Routine internal drafting does not require a public AI statement. During consultation or approval, however, the person responsible should be able to explain any substantive AI assistance. The final document remains the professional responsibility of the named owner or approving body.

7. Privacy, Confidentiality, Copyright and Security

7.1 Data Protection and Confidentiality

Unless CTC has approved a tool and the intended use in writing, users must treat it as an external public service. They must not enter information that CTC would not lawfully and appropriately disclose to an unknown third party.⁹

Do not enter:

- names, contact details, images, voices or other identifiable personal data;
- special-category or highly sensitive data, including health, disability, ethnicity, religious or pastoral information;
- safeguarding concerns, counselling or pastoral notes;
- student records, applications, marks, feedback, complaints or disciplinary information;
- staff or trustee records;
- passwords, access details, financial information or security-sensitive material; or
- confidential partner, ministry, research or validation documents.

Removing a person's name may not be sufficient if they could still be identified from the context. Where uncertainty remains, do not upload the material; seek advice from the Principal or nominee.

7.2 Recordings and research

AI transcription or analysis of interviews, meetings, sermons or recordings may be used only where participants have been appropriately informed, any required consent or ethical approval is in place, the service is suitable for the data, and

⁹ Information Commissioner's Office, Artificial Intelligence: AI and Data Protection, ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/artificial-intelligence/ (accessed 22 June 2026).

access to the output is controlled. Research students and staff must also follow the relevant research ethics requirements.

7.3 Copyright and intellectual property

- Users must respect copyright, licences and the rights of authors, publishers, artists and other creators.
- Do not upload textbooks, journal articles, course packs, assessment materials, student work or other protected material unless the use is authorised.
- AI output may reproduce protected or similar material and its ownership may be uncertain. Users must check before publishing or commercial use.
- CTC will not use a student's work to train an AI model without an appropriate lawful basis and clear permission where required.¹⁰

7.4 Images, audio and impersonation

AI must not be used to create or alter a realistic image, video or voice of a student, staff member, minister, public figure or other identifiable person in a way that is deceptive, harmful or lacks appropriate permission. Any permitted synthetic media used by CTC must be clearly labelled where a reasonable viewer could otherwise mistake it for an authentic recording.

8. Responsibilities and oversight

Role	Responsibility
Board of Trustees	Approves this policy and receives assurance through CTC's normal governance arrangements.
Academic Dean	Oversees implementation, resolves significant questions, approves any institutional AI use involving material risk, and ensures review.
Academic leadership and module tutors	Set clear assessment rules, support student understanding, apply the policy consistently and refer concerns through the appropriate procedure.
Staff and those working for CTC	Use AI lawfully and responsibly, protect information, check outputs and retain human accountability.
Students	Follow assessment instructions, protect information, check outputs, keep evidence of their process and make complete declarations.

¹⁰ "Department for Education, Generative Artificial Intelligence (AI) in Education," updated 12 August 2025, www.gov.uk/government/publications/generative-artificial-intelligence-in-education.

Questions about this policy should normally be raised first with the module tutor or relevant CTC lead. General enquiries may be sent to admin@ctcollege.org.

9. Concerns, Suspected Misuse and Breaches

9.1 Student work

A concern about AI use must be considered fairly and on the available evidence. Automated AI-detection tools are not sufficiently reliable to prove misconduct on their own. A score, writing style or isolated error may prompt a review, but must not determine the outcome.¹¹

A proportionate review may include:

- checking citations, factual claims and the assessment declaration;
- considering drafts, notes, source records, prompts or version history;
- comparing the work with relevant earlier work, while recognising normal development and language variation; and
- inviting the student to explain the argument, sources and process in a short authorship conversation.

The student must be told the concern and given a fair opportunity to respond. Any finding or penalty will be made through CTC's applicable academic integrity or misconduct procedure and will be proportionate to the nature, extent, intent and impact of the breach. Relevant appeal rights will apply.

Failure to declare AI use is a breach of this policy. Whether it amounts to academic misconduct will depend on the circumstances, including whether the use was substantive, prohibited or misleading.

9.2 Staff or institutional use

Concerns about staff or institutional use will be addressed through the relevant management, data-protection, safeguarding, complaints or disciplinary arrangements. A suspected loss or disclosure of personal or confidential information must be reported promptly to the Principal or nominee so that appropriate action can be taken.

¹¹ "Quality Assurance Agency for Higher Education, Reconsidering Assessment for the ChatGPT Era: QAA Advice on Developing Sustainable Assessment Strategies," (July 2023), www.qaa.ac.uk/docs/qaa/members/reconsidering-assessment-for-the-chat-gpt-era.pdf

10. Support, Communication and Review

- Students will receive the key assessment expectations during induction or assessment briefing and can ask their tutor for clarification.
- Staff involved in assessment will receive the current policy and any concise implementation guidance needed for their role.
- Material changes will be communicated to affected students and staff and will not normally be applied retrospectively to work already set.
- CTC will invite feedback from students and staff through its normal engagement and quality-assurance processes.
- Because AI develops quickly, this policy will be reviewed 12 months after approval, annually for the first two years, and thereafter at least every two years or sooner where law, validating-body requirements, technology or evidence of practice requires it.¹²

¹² Ibid.

11. Appendix 1. Student AI Declaration

This declaration should accompany every summative submission. Select one statement and provide details where required.

Student name	
Programme	
Module	
Assessment title	
Submission date	

Please Tick one:

I did not use generative AI in preparing or producing this assessment, other than basic spell-checking, punctuation, formatting or an agreed assistive technology.	
I used generative AI in a way permitted by the assessment instructions and have described that use below.	

Tool(s) Used:

Purpose and how the output influenced my work:

I confirm that the submitted work is my own, that I have checked its accuracy and sources, and that I have followed the assessment instructions and CTC Artificial Intelligence Policy

Student Signature	Date

12. Appendix 2: Assessment AI-use Statement

Tutors may paste the following into an assessment brief and select one level.

AI Use for this assessment

	Level 1 - Restricted: no generative AI, except basic spell-checking, formatting and agreed assistive technology.
	Level 2 - Supported preparation (CTC default): AI may assist preparation, but generated content must not be submitted as the student's own. Substantive use must be declared.
	Level 3 - Directed or embedded: AI use is permitted or required only as described below and must be declared.

Task-specific instructions:

13. Appendix 3: Quick Decision Checklist

Before using AI for CTC work, ask:

- Permission: Does the assessment brief or my role permit this use?
- Learning: Will this support rather than replace the thinking, reading, writing or formation I am expected to do?
- Authorship: Could I honestly explain what I contributed and how the final work is mine?
- Accuracy: Can I verify every factual, biblical, theological and bibliographic claim using reliable sources?
- Bias: Whose cultural or theological perspectives are centred, missing or distorted?
- Privacy: Am I entering any personal, pastoral, safeguarding, confidential, unpublished or restricted information?
- Copyright: Do I have the right to upload and reuse the material?
- Fairness: Would this use create an unfair advantage or bypass a learning outcome?
- Transparency: Have I made the required declaration?

References and Policy Development Sources

This policy was developed with reference to CTC's published vision and distinctives. This policy does not assume the systems or staffing of a larger institution.

Christ Theological College, 'Vision' and 'CTC Distinctives', www.ctcollege.org (accessed 22 July 2026).

Department for Education, 'Generative Artificial Intelligence (AI) in Education', updated 12 August 2025, www.gov.uk/government/publications/generative-artificial-intelligence-in-education.

Joint Council for Qualifications, 'AI Use in Assessments: Your Role in Protecting the Integrity of Qualifications', 30 April 2025, www.jcq.org.uk/knowledge-hub/ai-use-in-assessments-your-role-in-protecting-the-integrity-of-qualifications/.

Information Commissioner's Office, 'Artificial Intelligence: AI and Data Protection', ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/artificial-intelligence/ (accessed 22 July 2026).

Organisation for Economic Co-operation and Development (OECD), 'Explanatory Memorandum on the Updated OECD Definition of an AI System' (Paris: OECD, 2023), accessed July 24, 2026, https://www.oecd.org/en/publications/explanatory-memorandum-on-the-updated-oecd-definition-of-an-ai-system_623da898-en.html;

National Institute of Standards and Technology (NIST), "Artificial Intelligence," accessed June 24, 2026, <https://www.nist.gov/artificial-intelligence>.

National Institute of Standards and Technology (NIST), "Human-Centered AI," accessed June 24, 2026, <https://www.nist.gov/programs-projects/human-centered-ai>.

Organisation for Economic Co-operation and Development (OECD), "Generative AI," accessed June 24, 2026, <https://www.oecd.org/en/topics/generative-ai.html>.

Quality Assurance Agency for Higher Education, 'Reconsidering Assessment for the ChatGPT Era: QAA Advice on Developing Sustainable Assessment Strategies (July 2023)', www.qaa.ac.uk/docs/qaa/members/reconsidering-assessment-for-the-chat-gpt-era.pdf.