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# English Path Global Artificial Intelligence Policy

## Version History

Version	Author	Reviewed by	Pages	Approved by	Date published
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## Introduction

This policy sets out our school’s approach to the responsible and transparent use of Artificial Intelligence (AI). It explains how AI can support teaching, learning, and operations while protecting academic integrity, privacy, and fairness. The policy applies to staff, students, and partners, and provides clear guidance on permitted, limited, and prohibited uses of AI. Its purpose is to ensure AI enhances education without replacing human judgment or accountability.



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## 1. Purpose

This policy sets out how our schools use Artificial Intelligence responsibly and safely across teaching, learning, and operations. It seeks to support innovation, safeguard ethical standards, and ensure equitable and inclusive use of AI technologies across the institution while also ensuring that staff and students understand when and how AI is used, how it protects personal data and promotes innovation without compromising compliance. By providing clear guidance the policy supports transparency, safeguards learners, staff and stakeholders, and also ensures that our schools benefit from AI while meeting international accreditation and legal requirements.

## 2. Scope

This policy applies to all staff, students, and departments across our schools in Europe, Australia, the Middle East, and North America. It covers all AI tools used in any department including (but not limited to) teaching & learning, admissions, finance, marketing, student services, and research. It also applies to the use of AI tools in research activities including data analysis, literature review, and publication support. Researchers must follow data protection, academic integrity, and disclosure principles when using AI in scholarly outputs.

The policy is aligned with data protection laws and international accreditation standards, and it sets expectations for the responsible use, evaluation, and oversight of AI tools and practices in every area of school life.

## 3. Definitions

**Academic Integrity:** The commitment to honesty, trust, fairness, respect, and responsibility in all scholarly activities. This includes the accurate and transparent use of sources and tools, including AI.

**AI Disclosure:** A statement that acknowledges the use of AI in the creation of content, ensuring transparency for staff, students, and external audiences.

**AI Literacy:** The ability to understand, evaluate, and responsibly use AI technologies, including awareness of their capabilities, limitations, biases, and ethical implications.

**AI Methods Note:** A short statement provided by students or staff explaining how AI was used in the preparation of work, including tools used, their purpose, and the extent of contribution.

**Artificial Intelligence (AI):** A broad category of technologies that simulate human cognitive functions such as learning, reasoning, and generating content. Includes generative AI, machine learning, and natural language processing systems.

**Bias:** Unfair prejudice or partiality in AI-generated outputs, often resulting from skewed training data or algorithmic limitations. Bias can affect individuals or groups, particularly those with protected characteristics.

**Generative AI:** A subset of AI tools that produce new content such as text, images, code, or audio based on patterns in training data (e.g., ChatGPT, DALL-E, Claude, Gemini).



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**Human Oversight:** The requirement that all uses of AI be subject to review or control by a human user who remains responsible for the accuracy, integrity, and ethical application of the AI output.

**Permitted, Limited, or Prohibited Use:** The categories used to define how AI may be used within a course or assessment. 'Permitted' allows responsible use with disclosure, 'Limited' allows use for specific tasks, and 'Prohibited' means AI use is not allowed.

**Pilot Project:** A trial implementation of an AI tool or practice within a department or function to evaluate its suitability before broader adoption, subject to approval and documentation.

**Privacy:** The protection of personal and sensitive data, ensuring that AI tools used in the institution comply with data protection legislation and institutional policies.

**Transparency:** The principle of openly communicating how AI is used, including the tools involved, the purpose, and the extent of human involvement or review.

**Recommended Tools List:** An approved list of AI tools that have been evaluated for educational, administrative, and operational use, based on privacy, compliance, accessibility, and effectiveness.

## 4. Responsibility

### 4.1 Roles and Responsibilities for AI Use

**Everyone** in the school community has a role to play in making sure AI is used properly and safely. All staff are responsible for using AI responsibly, following this policy, and disclosing when AI has been used in their work. They must protect student and staff data at all times and report concerns about misuse or risks.

**Academic** managers decide what level of AI use is allowed in their courses and assessments (Permitted, Limited, or Prohibited), while teachers support students in using AI appropriately and without compromising academic integrity.

**Students** must follow course rules on AI use, always be honest about when AI has helped with their work by using the AI Methods Note and never use AI in ways that break assessment rules or put personal data at risk.

**Department managers** in areas such as academics, student services, admissions, marketing, HR, and finance must ensure AI use in their area follows this policy, run pilots within the guardrails (Appendix A), keep records of outcomes, and provide transparency to staff and students when AI is used in communications or services.

**The Senior Leadership Team** holds strategic oversight, oversees implementation of this policy across all schools, ensures that training, monitoring, and reviews are carried out, and approves major changes in AI use to ensure alignment with technological changes, as well as compliance with accreditation standards and local laws.

Day-to-day AI decisions are made by department heads within this policy's guidelines. Complex, contentious, or precedent-setting academic cases are referred to the Global head of Academics in consultation with Compliance and IT teams. The Senior Leadership Team reviews aggregated AI use data, pilot outcomes, and policy questions regularly to inform ongoing policy development and address emerging issues.



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**Quality Assurance and Compliance Managers** monitor alignment with accreditation frameworks and ensure that AI practices are included in audits, reviews, and continuous improvement cycles.

The development, review, and implementation of this policy will be informed by cross-functional collaboration, including consultation with academic leaders, professional services, student representatives, and quality assurance stakeholders.

## 4.2 Job Security and Human Oversight

Artificial Intelligence will be used to enhance, not replace, the work of staff. AI tools may support efficiency, provide drafting assistance, or streamline processes, but decision-making, professional judgment, and accountability will always remain with human staff. The institution recognises the irreplaceable role of teachers, administrators, and support staff in delivering high-quality education and student care, and commits that AI will never be used to reduce staffing in a way that compromises learner experience or wellbeing.

# 5. Policy & Procedure

This section describes how AI is to be used in practice across the school group. It combines our shared principles with specific rules for teaching, assessment, operations, and data protection.

## 5.1 Principles of Use

AI must always be used responsibly, with transparency, privacy and security in mind. Furthermore, AI use in English Path classes should preserve opportunities for authentic communication and spontaneous language practice. Academic integrity, fairness, accessibility, safety, and continuous improvement are the guiding principles that underpin our approach. Our management team will engage with national and international education networks (via accreditation, professional body memberships, conferences and consultations) to monitor emerging trends, share best practices, and contribute to the evolving standards for ethical and effective AI use in education.

## 5.2 AI in Teaching & Learning

### 5.2.1 Permitted AI use

Each course must clearly state in its syllabus whether AI use is permitted, limited, or prohibited. Academic Management make this decision in accordance with the limitations and permissions outlined in this policy, ensuring consistency across programmes.

**Permitted use** may allow AI for purposes such as idea generation, language support, or data analysis, provided students include an AI Methods Note disclosing how it was used.

**Limited use** may allow AI only for specific tasks, such as brainstorming, researching or editing.



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**Prohibited use** means AI cannot be used at all and will apply in invigilated or secure assessments, unless explicitly authorised. Authenticity will be checked through process evidence (which may include drafts, version history, oral defence or other) as well as with AI detection tools.

### 5.2.2 AI in Language Learning Contexts

English Path classes prioritize authentic communication and spontaneous language practice. AI tools must enhance, not replace, real human interaction and genuine language use.

Example recommended uses:

- **Pronunciation practice:** Tools like *ELSA Speak* or *Google Pronunciation* for individual improvement between classes.
- **Grammar and vocabulary support:** Use *Grammarly*, *MS Proofreader*, or vocabulary apps for post-draft editing and independent review.
- **Reading & listening comprehension:** AI-generated comprehension tasks or quizzes for additional practice outside class.
- **Writing support:** Brainstorming ideas, organising thoughts or checking spelling / structure; always followed by student review and editing.
- **Structured speaking prompts:** Use teacher-approved tools to rehearse set phrases or role-play scenarios with clear boundaries.

Limited use (teacher guidance required):

- Translation tools may support comprehension of complex instructions or texts, but students must produce original work in the target language.
- AI conversation practice (chatbots) may supplement, but never substitute for, genuine speaking practice with English speakers either in or out of the classroom.

**Not permitted:**

- Using AI to translate full assignments from another language into English.
- Relying on AI to complete speaking or writing tasks that assess spontaneous language production.
- AI-generated responses in any assessment measuring authentic communication ability.

Teachers will specify which tools are appropriate for each task and level as well as the extent of use permitted. When in doubt, ask your teacher.



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### 5.2.3 AI for Lesson Planning

Teachers are expected to design the overall lesson structure themselves including learning outcomes, sequencing and pedagogical approach. AI may be used to support the development of supplementary activities, practice exercises, or communicative tasks, however it should not be used to plan entire lessons independently. AI may also support formatting; for example, teachers may dictate lesson ideas and use AI to generate a structured lesson plan, provided they review and adapt the output to ensure it meets learning objectives and quality standards. AI use must always be guided by clear teacher input, and responsibility for the suitability and effectiveness of classroom materials lies with the teacher.

When generating materials, staff must provide full instructional context in the prompt, including the lesson aims, target language and activity instructions. They should also include the lesson level, topic and duration, class size, language focus (grammar/vocabulary/skills), and any cultural considerations. It is important to critically review and adapt all AI outputs before use to ensure appropriateness, accuracy and that output aligns with learning objectives.

Disclosure to students is not required for lesson planning, but teachers remain fully responsible for the quality and suitability of all materials used in class.

Staff must not input personal or identifiable student data into AI tools unless the tool is institutionally approved and compliant with data protection requirements, (for example, Microsoft Copilot when used within the school's licensed environment).

### 5.3 Non-disclosure of AI use

Students are required to disclose any use of AI in their work in line with course requirements (See clause 5.13 below for templates of how to disclose use of AI). Failure to disclose will normally be treated as a breach of academic integrity. Minor first instances may be managed through formative feedback and guidance

Escalation to formal discipline will apply where:

- AI use has been intentionally concealed in assessed work;
- AI has been used in a way that undermines assessment integrity (for example, in invigilated exams); or
- there is repeated non-compliance after prior warnings.

### 5.4 Training and student guidance

Where relevant to their study and assignment requirements, students will receive guidance on appropriate and responsible use of AI during their programme of study. Training will cover permitted uses, disclosure requirements, risks to academic integrity, and how to reference or acknowledge AI contributions. Refresher guidance will be provided when course rules or approved tools are updated.





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## 5.5 AI Support for Marking and Feedback

Staff may use approved AI tools to draft feedback, provided final decisions and all outputs are reviewed by the teacher. AI must not assign grades or make assessment decisions.

### When using AI for feedback, staff must:

- Provide full context – Include the assignment brief, complete marking rubric, and any course-specific marking protocols in the prompt.
- Never request grades – AI tools must not assign marks or scores. Grading is the teacher's responsibility.
- Model the standard – Where possible, include examples of previous marked work (anonymised) at different grade levels so the AI learns your expectations.
- Set the right tone – Specify that feedback should be clear, supportive, constructive, and appropriate for the student's level. Use bullet points and positive framing.
- Protect student data – Fully anonymise all student information before using AI by referring to “the student” rather than using names or personal information (unless the tool is institutionally approved and compliant with data protection requirements).

### Example prompt:

"Provide constructive feedback for an intermediate English essay on climate change. Criteria: argument clarity (25%), evidence (25%), grammar/vocabulary (25%), structure (25%). Here is the introduction and one paragraph. Use bullet points, supportive tone. Identify 3 improvements and 2 strengths."

**Disclosure:** Teachers should inform students (e.g., in the course handbook) if AI may be used to support feedback preparation, noting that all feedback is reviewed and approved by the teacher.

## 5.6 Human review and accountability

When AI supports marking or feedback, teachers must review all outputs before sharing with students. This protects quality, fairness, and ensures decisions can be defended during appeals.

### Teachers must:

- Check that feedback matches the rubric and learning outcomes
- Edit generic or unclear comments to suit the individual student
- Verify all facts—check for AI errors or invented content
- Assign grades independently—never rely on AI for grading decisions
- Keep records of how AI was used where practical

### Teachers must not:



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- Share AI feedback without reviewing and personalising it
- Use AI to determine final grades without independent judgment

**Appeals and complaints:** If a student appeals or complains about feedback or grading, the teacher must be able to explain how the decision was made, including any role AI played. Teachers remain fully accountable for assessment outcomes. AI assistance does not reduce staff responsibility or student rights under standard appeals policies.

## 5.7 Evaluation of AI Use

The effectiveness of AI in supporting learning will be evaluated on an ongoing basis through student feedback, progress tracking, and teacher reflections. These evaluations will help identify whether AI tools contribute positively to learner outcomes, engagement, and confidence. Where evidence shows no clear benefit, the use of the tool will be revised or discontinued.

## 5.8 AI in Operations & Administration

Departments may use AI for drafting, translation, analytics, or workflow support if it meets privacy and tool criteria. All AI tools that interact directly with students or customers, or handle private/sensitive information, must include a disclosure so that users are aware. Managers are responsible for ensuring transparency and oversight.

## 5.9 AI Agents

AI agents (tools that act autonomously across multiple systems or tasks) must only be deployed in compliance with the English Path IT policy and GEDU governance. All uses of agents must be human-supervised, limited in scope, and limited to support routine tasks such as drafting or scheduling. AI agents should not access personal data unless formally approved by the DPO and under lawful processing conditions. AI agents should not make academic, disciplinary, or safeguarding decisions without human review. Any misuse will be treated in line with the GEDU Staff Code of Ethics, the EP Plagiarism Policy and the Student Code of Conduct, and may lead to disciplinary procedures.

## 5.10 AI Tools and Privacy

No AI tool may be adopted for teaching, learning, or operations until it has been formally evaluated against the criteria in Appendix D (AI Tools) or Appendix E (AI Agents).

When using AI, staff and students must follow strict data handling rules.

- Personal data must never be entered into public or unapproved AI tools.



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- Where personal data needs to be processed, this must only occur through institutionally licensed or approved systems with appropriate DPA agreements in place.
- To minimise risks, data should be limited to what is strictly necessary, and staff must keep simple logs when institutional data is processed using AI.

A recommended tools list will be published in the appendix G, covering common use cases such as drafting, translation, scheduling, code support, and analytics. Staff may also propose new tools for approval, provided they have been evaluated against the group's evaluation criteria (Appendices D & E).

Staff must not use personal email addresses to register institutional AI tool accounts for school purposes. Use department email addresses (e.g., [marketing@englishpath.com](mailto:marketing@englishpath.com)) to ensure continuity, institutional ownership, and proper oversight of all AI tool subscriptions and accounts.

No student or staff member will ever be required to buy an AI tool or give away their personal data to use one. If the school requires a paid or data-collecting tool to be used, the school will provide a licensed version and also make sure there is a fair alternative available for everyone. Where AI tools are deployed in school systems, users will be informed about how these tools function, what data they use, and how outputs are generated, to support transparency and informed use.

**Microsoft 365 Copilot**, when used within the school's licensed environment, includes built-in privacy protections that meet institutional requirements. Staff may use Copilot within Word, Excel, PowerPoint, Outlook, and Teams for drafting and workflow support without separate approval, provided they remain within the licensed environment and review all outputs before use. This does not extend to consumer versions of Copilot or AI tools outside the Microsoft 365 license.

## 5.11 Pilot Projects

Departments may run AI pilots with innovation encouraged, provided they complete the pilot registration form and submit it to their head of department for approval. Pilots must log their purpose, scope, data handling, risks, and review points. At the end of a pilot, managers decide whether to retire, adjust, or scale the tool with approval.

## 5.12 Training & Support

All staff must complete short annual training on responsible AI use, privacy, and assessment rules. Department-specific training will be provided where relevant. Students may be offered a short orientation module introducing AI rules and safe practices. Where relevant we will embed AI literacy into relevant curricula, equipping students with the knowledge and critical skills needed to use AI responsibly and effectively in academic and professional contexts.



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### 5.13 Risks and Ethics Framework

Our schools recognise that Artificial Intelligence brings significant opportunities but also risks that must be carefully managed. Ethical use requires that AI never replace human judgement, compromise academic integrity, or introduce bias and unfairness into teaching, learning, or operations.

Staff and students must ensure that AI-generated content respects copyright laws and intellectual property rights. Lesson plans and teaching materials created in the course of employment, including those developed with AI, remain the intellectual property of the school.

AI must not be used in ways that endanger confidentiality, personal data, or safeguarding, particularly when working with minors or sensitive information. All use of AI must be transparent, with clear acknowledgement when outputs are incorporated into teaching, assessment, or decision-making, and users must evaluate content for accuracy, reliability, and cultural sensitivity. Practices that undermine equality, accessibility, or learner welfare are prohibited, and the school should monitor risks continuously through its quality assurance processes.

AI must not be used to make final decisions in areas such as student progression, academic grading, disciplinary actions, staff performance, or admissions without clear human review and accountability.

### 5.14 Key Risk Categories

- **Bias and Fairness:** AI outputs may reflect or amplify social, cultural, or linguistic biases. Staff and students must evaluate content critically and avoid reinforcing stereotypes or unfair practices. AI tools must only be used in ways that respect the diverse cultural, linguistic, and educational backgrounds of our global student community, ensuring inclusivity and sensitivity in all outputs.

In our language school context, staff must watch for AI-generated content that reflects Western or US cultural assumptions, stereotypes about nationalities or accents, or inappropriate regional English variations. When using AI for translations in communications, verify accuracy and cultural appropriateness. A useful check is: "Would this content feel respectful and relevant to our diverse international student body?"

- **Misinformation:** AI tools can generate inaccurate or misleading information. Users must cross-check important outputs with trusted academic or operational sources.
- **Over-reliance:** Dependence on AI risks reducing critical thinking and professional judgement. Human oversight remains essential for all academic and operational decisions.
- **Data Misuse:** Uploading personal or sensitive data to public AI tools creates risks to privacy and compliance. Staff and students must only use secure, institutionally approved systems for such information.
- **Safeguarding:** AI must not be used in ways that compromise the safety, dignity, or wellbeing of minors or vulnerable individuals in our schools. Safeguarding concerns include risks of impersonation (e.g. deepfakes), bullying, grooming or exploitation where AI may be misused.



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- **Sustainability:** We recognise that AI technologies have environmental impacts through energy and resource use. We commit to making responsible choices that minimise unnecessary usage, encourage efficiency, and reflect our wider organisational sustainability values.

## 5.15 Templates: AI Disclosures & AI Methods Note

Where AI contributes to student-facing or public materials, such as marketing copy, websites, or admissions FAQs, a disclosure must be included to confirm that the content was assisted by AI but reviewed by a human. E.g. *This content was generated with the assistance of an AI tool and reviewed by a human for accuracy and appropriateness.*

For assessment or assignments, students must include an AI Methods Note outlining the tools used, their purpose, the steps taken to verify outputs, and the estimated contribution of AI to the final work. E.g. *AI tools used: ChatGPT (idea generation), Grammarly (grammar suggestions). All outputs were reviewed, edited, and verified by me. AI contributed approximately 20% to the final work.*

In addition to completing the required AI Methods Note, students must reference any generative AI tools used in their work. Where a bibliography is included, these should be cited using the Harvard *Cite Them Right* style. E.g. (Harvard style): *OpenAI (2025) ChatGPT [Large language model]. Available at: <https://chat.openai.com/> (Accessed: 20 September 2025).*

When referring to generative AI within the written text, students should also provide an in-text citation. Where ideas are paraphrased or adapted, this may be written as: *AI tools can provide structured outlines that support idea generation (OpenAI, 2025).* Where content is used more directly, quotation marks must be used, e.g.: *One suggested approach was to "organise the essay chronologically, moving from historical context to current debates" (OpenAI, 2025).*

Staff preparing lesson plans or operational documents should include a similar short statement confirming the AI support used and the human review process. E.g. *This document was supported by AI (e.g. ChatGPT) for initial drafting. Final content was reviewed and revised by the author.*

Any communication involving automated decision-making, recommendation engines, or adaptive learning technologies must clearly disclose the role of AI to the end user, including the nature, scope, and limitations of the AI contribution. E.g. *This system uses AI to support recommendations. All outputs are generated by algorithms based on user data and are reviewed by staff where appropriate. Please note that recommendations may not always be fully accurate or personalised.*

Where AI-powered chatbots are used on our website, they must clearly identify themselves as automated tools. Human oversight should ensure accuracy, appropriateness, and clear options for users to reach staff directly when required. E.g. *I'm an AI assistant here to help. A member of our staff can step in if you need further support.*



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## 5.16 Incident Management and Breach Protocols

Any breach of this policy—such as unauthorised use, failure to disclose AI-generated academic content, or negligent reliance on AI outputs—will be investigated and addressed under the Staff or Student Disciplinary Procedures, as appropriate.

## 6. References and Related Policies

Related Policies (found [here](#)).

- Privacy Policy
- Plagiarism Policy
- GDPR data protection implementation policy
- Safeguarding policies
- IT policy

### Related References

This policy aligns with relevant accreditation and quality assurance standards, including:

- **British Council / Accreditation UK Criteria (2025)**
- **QQI Ireland's Code of Practice and Statutory QA Guidelines (2024)**
- **Eaquals Quality Standards Version 7.3 (2025)**
- **ELICOS Standards (2018) under the ESOS Act and National Code of Practice 2018 (Australia)**
- **Languages Canada Quality Assurance Scheme Standard (2024)**
- **ELT Council Malta's Policy Manual and Safeguarding Guidelines (2025)**

The policy also complies with data protection and consumer legislation including:

- **GDPR (EU/UK)**
- **Australian Privacy Act**
- **Canadian PIPEDA**

Additionally, it reflects obligations under employment and education law across the jurisdictions in which we operate.



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## 7. Forms

The following forms support implementation of this policy:

- [AI Pilot Register](#)
- AI Pilot Registration Form (Appendix B)
- AI Post-Pilot Evaluation Form (Appendix C)
- AI Tool Evaluation Framework (Appendix D)
- AI Agent Evaluation Framework (Appendix E)
- AI Use In Learning Evaluation (Appendix F)

## 8. Policy Review

This policy will be reviewed annually (or more often if needed), to ensure continued alignment with legislation, changing technological developments, best practices, accreditation standards and the operational needs of the school.

## 9. Appendices

- Appendix A – AI Pilot Project Framework
- Appendix B – AI Pilot Registration Form
- Appendix C – AI Post-Pilot Evaluation Form
- Appendix D – AI Tool Evaluation Framework
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- Appendix F – AI Use In Learning Evaluation
- Appendix G – Recommended AI Tools List
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*This policy document was developed with the assistance of AI technology to support clarity, compliance, and alignment with international accreditation standards*



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## Appendix A – AI Pilot Project Framework

All AI pilot projects must adhere to the following guardrails to ensure ethical use, data protection, and alignment with institutional values:

1. **Approval:** All pilots must be approved by the relevant department head, logged on the [AI Pilot Register Spreadsheet](#), and reviewed by the Compliance team before implementation.
2. **Pilot Registration:** A completed AI Pilot Registration Form must be submitted, detailing:
  - Purpose and expected outcomes
  - Tools and technologies to be used
  - Data categories involved
  - Staff or student populations affected
3. **Risk Assessment:**
  - Identify risks related to privacy, bias, student welfare, and operational disruption
  - Include proposed mitigations
  - Specify any third-party tools involved and whether they meet institutional compliance standards
4. **Data Protection Compliance:**
  - No personal or sensitive data may be used unless the tool is institutionally approved and governed by a data processing agreement
5. **Transparency and Communication:**
  - All participants must be informed about the AI tool, its role, and their rights
  - Public-facing pilots must disclose AI use clearly to end users
6. **Monitoring and Evaluation:**
  - Pilots should include at least one mid-point review and one post-implementation review
  - Success criteria must be defined at the outset

Outputs and outcomes must be documented and shared with the Senior Leadership Team
7. **Termination Clause:**
  - Pilots must include clear criteria under which the project will be paused or terminated early due to ethical, legal, or operational concerns



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## Appendix B – AI Pilot Registration Form

(Please link the form on the [AI Pilot Register](#))

Section	Details
<b>Country &amp; dept details.</b>	
Department/School	
Project Lead	
Date of Submission	
Email Contact	
<b>1. Pilot Overview</b>	
Pilot Title	
Summary of Purpose	
Start Date	
End Date	
Duration	
<b>2. Tools and Technologies</b>	
AI Tool(s) Name(s)	
Provider	
Institutionally Approved?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Processes Personal Data?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Data Categories	<input type="checkbox"/> Student Names <input type="checkbox"/> Staff Contact Info <input type="checkbox"/> Assessment Data <input type="checkbox"/> Communications <input type="checkbox"/> Other: _____
<b>3. Participants</b>	
Target Users	<input type="checkbox"/> Academic Staff <input type="checkbox"/> Admin Staff <input type="checkbox"/> Current Students <input type="checkbox"/> Prospective Students <input type="checkbox"/> Other: _____
User Information Strategy	
Consent Required & Obtained?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable
Details Of Training To Be Provided	
<b>4. Risk Assessment</b>	



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Identified Risks	<input type="checkbox"/> Privacy <input type="checkbox"/> Bias <input type="checkbox"/> Misinformation <input type="checkbox"/> Pedagogical Impact <input type="checkbox"/> Accessibility <input type="checkbox"/> Other: _____
Mitigation Strategies	
Safeguards in Place	
<b>5. Evaluation &amp; Review Details</b>	
Success Criteria / KPIs	
Midpoint Review Plan Including Timeline.	
Final Review Plan and Deadline.	
Expected Outcomes	<input type="checkbox"/> Discontinue <input type="checkbox"/> Modify & Re-Test <input type="checkbox"/> Scale Use
<b>6. Approvals</b>	
Department Head Name	
Date of Approval	
Name of Compliance Reviewer & Approval date.	
Notes or Conditions	

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## Appendix C – AI Post-Pilot Evaluation Form

Section	Details
Pilot Title	
Project Lead	
Department/School	
Pilot Dates (Start–End)	
Evaluation Area	Notes / Findings
Pilot Summary	What was tested? Brief description:
Participation	Target group(s): <input type="checkbox"/> Academic Staff <input type="checkbox"/> Admin Staff <input type="checkbox"/> Students <input type="checkbox"/> Other: _____
	Approx. number of participants:
Success Criteria	Were the original success criteria met? <input type="checkbox"/> Fully met <input type="checkbox"/> Partially met <input type="checkbox"/> Not met
	Give evidence/examples:
Impact Assessment	Benefits observed (tick all that apply): <input type="checkbox"/> Reduced workload <input type="checkbox"/> Improved learning outcomes
	<input type="checkbox"/> Greater efficiency <input type="checkbox"/> Increased engagement <input type="checkbox"/> Other: _____
	Challenges/negative impacts:
Risk Review	Did identified risks occur? <input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, explain):
	Were new risks identified? <input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, explain):
Compliance Check	Pilot compliant with data protection and policy requirements? <input type="checkbox"/> Yes <input type="checkbox"/> No (If no, explain):
Recommendation	Next steps: <input type="checkbox"/> Discontinue <input type="checkbox"/> Modify & Re-Test <input type="checkbox"/> Scale Use
	Rationale:



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Approvals	Signature/Date
Department Head	
QA/Compliance Reviewer	
SLT Decision	<input type="checkbox"/> Approved for rollout <input type="checkbox"/> Not approved <input type="checkbox"/> Returned for revision
Notes/ Conditions	



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## Appendix D – AI Tool Evaluation Framework

To support consistent, transparent, and accountable decision-making when evaluating AI tools for educational or administrative use, the following scoring framework must be used. Each statement should be rated on a scale of 1 to 5, where:

**1 = Strongly Disagree    2 = Disagree    3 = Neutral    4 = Agree    5 = Strongly Agree**

Statements marked with a ★ are legal or regulatory requirements and must receive a score of 5 in order for the tool to be considered.

Evaluation Area	Statement	Score (1-5)
Purpose	The tool has a clearly defined purpose aligned with educational or operational objectives. It contributes positively to teaching, learning, efficiency or support outcomes.	
Usefulness	The tool provides clear, measurable benefits for staff or students, such as reducing workload, improving learning, or supporting administration.	
Privacy	★ The tool does not collect or expose sensitive data without safeguards. A Data Processing Agreement (DPA) and Data Protection Impact Assessment (DPIA) are in place if sensitive data is processed.	
Compliance	★ The tool aligns with institutional policies on data protection, integrity, accessibility, and safeguarding.	
Equity	The tool can be accessed equally by all intended users without undue barriers (i.e. – no payment or unusual tech is needed). If the tool is paid, a licensed version or alternative is available to all users.	
Accessibility / Inclusive use	The tool can be used by people with disabilities or different learning needs (e.g., blind users, those who use screen readers, or need captions). It must be easy to understand and come with help or instructions.	
Interoperability	The tool integrates with key institutional platforms (e.g., LMS, email, cloud storage). Output can be exported in usable formats.	
Cost	The pricing model is sustainable and within budget constraints.	
Support	Vendor support is reliable and help resources are clearly available.	

### Approval Guidance:

**Total Score:** \_\_\_\_\_ / 45

- 39–45: Recommended for approval
- 31–38: Conditional approval with mitigation
- 23–30: Requires revision and resubmission
- Below 23: Not recommended

*All proposed AI tools must be assessed against these criteria prior to approval.*



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## Appendix E – AI Agent Evaluation Framework

To ensure safe, transparent, and ethical use of AI agents, departments must complete this evaluation before proposing or deploying an AI agent. Each statement should be rated on a scale of 1 to 5, where:

**1 = Strongly Disagree    2 = Disagree    3 = Neutral    4 = Agree    5 = Strongly Agree**

Statements marked with a ★ are **legal or regulatory requirements** and must receive a score of 5 in order for the agent to be considered.

Evaluation Area	Statement	Score (1–5)
Purpose & Scope	The agent has a clearly defined purpose aligned with institutional needs.	
	The agent's scope of actions is limited and cannot expand into teaching, grading, safeguarding, or disciplinary decisions.	
Usefulness	The tool provides clear, measurable benefits for staff or students, such as reducing workload, improving learning, or supporting administration.	
Human Oversight	★ The agent requires human supervision at all critical decision points and cannot act independently in sensitive areas.	
	Staff remain accountable for all outputs and outcomes.	
Auditability & Logging	★ The agent automatically logs all actions, accessible for compliance review.	
	Logs are stored securely and can be audited retrospectively.	
Data Access & Privacy	★ The agent does not access personal or sensitive data without explicit authorisation and legal protections (e.g., GDPR-compliant agreements).	
	Any data processed by the agent is minimised, anonymised, and protected.	
Fail-Safe & Control	★ The agent has a clear mechanism for human users to pause, override, or shut down its operation at any time.	
Transparency to Users	Users (staff/students) are informed whenever an AI agent is being used, and its role is explained in plain language.	
Support & Reliability	The agent's provider offers reliable technical support and clear documentation.	

### Approval Guidance:

**Total Score:** \_\_\_\_ / 60

- **53–60:** Recommended for approval
- **43–52:** Conditional approval with mitigation
- **31–42:** Requires revision and resubmission
- **Below 30:** Not recommended

*All proposed AI agents must be evaluated against these criteria prior to approval.*



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## Appendix F – AI Use In Learning Evaluation

### Form A. Student reflection on AI in learning

(To be completed anonymously by students when AI tools are used in class or assessments)

Course/Level: \_\_\_\_\_ Date: \_\_\_\_\_

Please tick the box that best matches your experience:

Question Disagree	Strongly Agree,	Agree,	Neutral,	Disagree,	Strongly
The AI tool helped me to understand the lesson/topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The AI tool made learning more engaging or interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The AI tool gave me useful feedback or practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt confident using the AI tool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Comments: (Optional)

### Form B. Teacher Reflection on AI in Learning

(To be completed by teachers after using AI tools in class or assessment support)

Course/Level: \_\_\_\_\_ Date: \_\_\_\_\_

Please tick the box that best matches your experience:

Question Disagree	Strongly Agree,	Agree,	Neutral,	Disagree,	Strongly
The AI tool supported learning effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The AI tool enhanced student engagement/participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The AI tool saved time or improved efficiency in lesson delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The AI tool was easy for students to use and understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Short comment (optional):



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## Appendix G – Recommended AI Tools List

### Canva

Canva is an online design platform used for creating materials, posters, and digital content. It supports multilingual design by allowing translated text to be incorporated into visuals. It is recommended because of its extensive template library and ease of use compared with more complex design software. It allows non-specialists to create professional outputs efficiently.

**Compliance note:** *Must be used only within the school's licensed Microsoft environment to ensure data security.*

DPA Link: [Data Processing Addendum | Canva](#)

### ChatGPT

ChatGPT is a generative text tool suitable for idea generation, outlining, and language support. The free version is recommended for low-risk tasks that do not involve personal data. It is accessible and versatile compared with many other free tools.

**Compliance note:** *Only licensed versions with DPA in place may be used with personal data.*

DPA Link: [Data Processing Addendum | OpenAI](#)

### Microsoft 365 Copilot

Copilot integrates AI functions into Word, Excel, PowerPoint, Outlook, and Teams. It is recommended because it operates within the secure Microsoft environment, supporting drafting, summarising, analysis, and presentation development.

**Compliance note:** *Must be used only within the school's licensed Microsoft environment to ensure data security.*

DPA link: [Data Processing Addendum | Microsoft](#)

**Note:** If you require access to a paid or upgraded version of any recommended tool for legitimate academic or operational purposes, please discuss this with your line manager. Requests will be considered to ensure fairness, compliance, and appropriate licensing.





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## Appendix H – Teaching and Learning Quick Reference Sheet for Students.

### Using AI in Your Studies at English Path

Artificial Intelligence (AI) can be a helpful tool in your learning, but it must be used responsibly and honestly. This guide explains how you can use AI in your studies, when it is not allowed, and how to write your disclosure notes.

#### ✓ How You Can Use AI

- To get ideas for essays, projects, or presentations.
- To check grammar or spelling.
- To translate short phrases or explore vocabulary.
- To make practice questions or help plan study time.
- Always review AI outputs yourself – *you are responsible for the final work.*

#### ⚖ Three Levels of AI Use

Your teacher will tell you which level applies in your course or assignment:

1. **Permitted** → You may use AI for ideas, support, or checking, but you must write a disclosure.
2. **Limited** → You may use AI only for specific tasks (e.g., brainstorming, editing).
3. **Prohibited** → You cannot use AI at all (e.g., in exams or secure assessments).

#### ✗ How You Cannot Use AI

- To write your essay or answers completely.
- To avoid doing the work yourself.
- In tests, exams, or other restricted assessments.
- To share or upload personal or private information.

Using AI without disclosure or against the rules is a form of academic misconduct.



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## Writing Your AI Methods Note (Disclosure)

At the end of your assignment, include a short statement about how you used AI. For example:

### AI Methods Note Example

*I used ChatGPT to help generate ideas and Grammarly to check grammar. I reviewed and edited all text myself. AI contributed about 20% of the final work.*

## Citing AI in Your Work

If you include AI content, cite it like this (Harvard style):

### Reference list:

OpenAI (2025) ChatGPT [Large language model]. Available at: <https://chat.openai.com/> (Accessed: 20 September 2025).

### In-text citation:

*AI tools can support idea generation (OpenAI, 2025).*

## Key Message

AI can support your learning, but it can never replace your thinking. Always:

- Use it carefully,
- Follow your teacher's instructions,
- Be honest and write your disclosure.



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## Appendix I – AI Policy: Key Guidance for Staff

### Purpose

AI is a valuable tool that can improve efficiency, accuracy, and communication across our schools; but it must always be used responsibly, transparently, and with human oversight. This summary outlines how operations and admin staff should use AI in line with English Path's full AI Policy.

### 1. Responsible Use

AI can assist with:

- Drafting routine communications (emails, FAQs, web or marketing text)
- Translation, scheduling, or report preparation
- Data analysis or workflow support within approved systems

However:

- Human review is always required before outputs are shared or acted on.
- AI must never make final decisions about admissions, student progression, finance, HR, safeguarding, or compliance matters.

### 2. Data Protection & Privacy

- Prioritise the use of institutionally approved or licensed tools (e.g. Microsoft 365 Copilot, Canva).
- Never upload personal or sensitive data (student or staff) into public AI tools, unless they are compliant and on the recommended tools list.
- Personal email addresses are considered sensitive data. Use department email addresses for public AI tool accounts.
- If unsure whether a tool is compliant, check the Recommended Tools List or ask Compliance before use.

### 3. Transparency & Disclosure

When AI helps create public-facing or student materials, include a short note such as:

*"This content was assisted by AI and reviewed by a member of staff for accuracy and appropriateness."*

Do not conceal AI use in any operational or student communication.



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## 4. Human Oversight

AI is designed to support, not replace human roles.

- Staff remain fully responsible for all outputs and decisions.
- Review AI content carefully for tone, accuracy, bias, and cultural sensitivity.
- Report any misleading or inappropriate AI output to your line manager.

## 5. Pilots & Innovation

Departments may test new AI tools via approved pilot projects:

1. Complete the AI Pilot Registration Form
2. Gain approval from your Department Head and Compliance
3. Log results and review before any wider rollout

Innovation is encouraged – but must stay within ethical, privacy, and legal boundaries.

## 6. Training & Support

- All staff must complete AI and Data Protection training.
- Departments will receive additional guidance for their specific workflows where appropriate.
- The Compliance and IT teams provide ongoing support for safe and effective AI use.

## 7. Key Rules in Summary

- ✓ Use AI to improve efficiency – but always review results.
- ✓ Use approved tools only and protect personal data.
- ✓ Disclose when AI has been used.
- ✓ Keep human decision-making at the centre of all operations.
- ✗ Don't rely on AI for judgments affecting people or compliance.
- ✗ Don't upload names, emails, or personal information to public AI tools.

**AI should make our work easier – never risk privacy, fairness, or quality.**

For full guidance or approval of new tools, contact [Compliance@englishpath.com](mailto:Compliance@englishpath.com) or your Department Head.



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## Appendix J – AI Policy: Key Guidance for Teaching Staff

### Purpose

AI can enhance teaching, lesson preparation, and feedback – but must always be used responsibly, transparently, and under human control. This summary explains how English Path teachers should use AI in planning, assessment, and student support, in line with the full institutional policy.

### 1. Responsible Use in Teaching

AI can support your work by helping you:

- Generate lesson ideas, activities, and resources
- Draft feedback (you must review and personalise it)
- Provide grammar or vocabulary support tools for students
- Organise schedules or materials efficiently

However:

- Teachers must design lessons and assessments themselves – AI cannot plan or deliver full lessons independently.
- All content must be critically reviewed for accuracy, appropriateness, and level.
- AI must never assign grades or make academic decisions.

### 2. Academic Integrity & Student Use

- Each course must specify whether AI use is Permitted, Limited, or Prohibited.
- Students must always submit an AI Methods Note disclosing any AI support used in their work.
- Undisclosed or prohibited AI use is treated as academic misconduct.
- Encourage students to use AI for learning support (idea generation, grammar checking, practice tasks), but never for producing full assignments or assessed answers.

### 3. Data Protection & Privacy

- Prioritise the use of institutionally approved or licensed tools (e.g. Microsoft 365 Copilot, Canva).
- Never upload personal or sensitive data (student or staff) into public AI tools unless they are compliant and on the Recommended Tools List.
- Personal email addresses are considered sensitive data. Use department email addresses for public AI tool accounts.
- If unsure whether a tool is compliant, check the Recommended Tools List or ask Compliance before use.



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## 4. Transparency & Disclosure

When AI helps with teaching materials or feedback, include a short note such as:

*"This document was supported by AI for drafting. Final content was reviewed and revised by the author."*

Be open with students when AI tools are used in class or for feedback preparation.

## 5. Human Oversight

AI may assist, but teachers remain fully responsible for academic quality and fairness.

Always:

- Review and edit all AI-generated materials
- Verify facts, examples, and cultural sensitivity
- Apply your professional judgement to all grades and feedback
- Report any misuse or concern to your Academic Manager or Compliance

## 6. Training & Support

- All staff must complete AI and Data Protection training.
- Departments will receive additional guidance for their specific workflows where appropriate.
- The Compliance and IT teams provide ongoing support for safe and effective AI use.

## 7. Key Rules in Summary

- ✓ Use AI to enhance learning and efficiency – not to replace your expertise.
- ✓ Review and adapt all AI materials before using them in class.
- ✓ Disclose when AI supports teaching or feedback.
- ✓ Protect student data and privacy at all times.
- ✗ Don't let AI make academic judgments or grading decisions.
- ✗ Don't share personal data or assessment content with public AI tools.

**AI should empower better teaching – not replace human connection, judgement, or care.**

For questions or approvals, contact your Academic Manager or [Compliance@englishpath.com](mailto:Compliance@englishpath.com).