

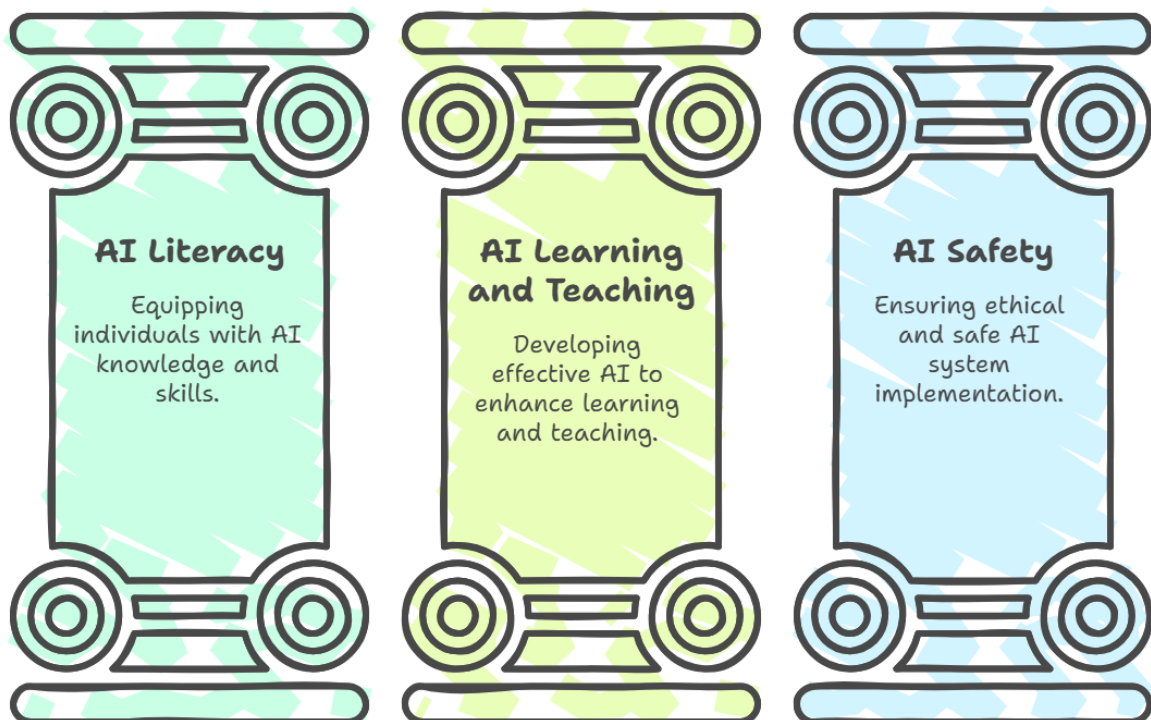
Dubai College Artificial Intelligence Learning Policy

At Dubai College, we believe that education should stretch minds, build character, and prepare young people to flourish in a complex and changing world. Artificial Intelligence is one of the most powerful tools of our time. Used well, it can enrich teaching, deepen learning, and create opportunities for creativity and innovation. Used carelessly, it can undermine integrity, reduce effort, and expose students to harm.

This policy sets out how students and staff at Dubai College should engage with AI. It is organised around three pillars: **AI Literacy**, **AI for Teaching and Learning**, and **AI Safety**, and draws on the UNESCO Student AI Competency Framework, the UK Department for Education's guidance on generative AI, the work of Rose Luckin, insights from the MIT Media Lab study into the cognitive impact of over-reliance on AI, and our own **CRAFT framework** and **Academic Integrity Policy**.

Our guiding principle is simple: **AI must never steal the struggle**. Struggle is where the deepest learning takes place. The role of AI at Dubai College is to augment, not replace, the hard thinking that builds resilience, mastery, and independence.

Figure 1: DC AI Pillars



1. AI Literacy

This is why our message to students is clear: AI can be a useful mirror to reflect and extend your thinking, but it must never become the substitute for the intellectual effort that underpins learning.

1. AI Literacy

AI literacy is about understanding what AI is, what it does, and what it does not do.

- **UNESCO** highlights four essential dimensions: a **human-centred mindset, ethics, applications & techniques**, and **system design**. At Dubai College, students will be supported to *understand, apply*, and eventually *create* with AI tools.
- Students must recognise AI's **limitations**: it can generate inaccurate or biased content, present outdated information, and create outputs that sound convincing but lack substance.
- Staff will model critical engagement, showing how to test and challenge AI rather than accept it passively.

From the MIT study we know that over-reliance on AI can:

- reduce **critical thinking**, because students no longer test their own reasoning;
- diminish **creativity**, as the brain becomes accustomed to outsourcing ideas rather than generating them;
- weaken **memory and neural engagement**, because learning is shallow when thinking is bypassed.

This is why we stress: AI may provide a prompt, but the intellectual heavy lifting must be done by the student.

2. AI for Teaching & Learning

AI should support rather than replace the core of teaching. Using it well means combining UNESCO's competencies + the DC CRAFT framework: Challenge, Resilience, Adaptive teaching, Feedback, Teaching principles.

- **Challenge & Communication**: Tasks should stretch students. We can use AI to generate multiple perspectives, or flawed exemplars, which students analyse, debate, and improve. This

aligns with human-centred mindset and ethics—students ask: “Why did the AI make that error?”, “Whose data was used?”, “Is this fair or biased?”

- **Resilience:** Rather than bypassing difficulty, we use AI to scaffold struggle. For example, AI may propose a solution, but students must test it, find its weaknesses, revise. This fosters metacognitive skills that Luckin highlights.
- **Adaptive Teaching:** Teachers select AI tools / outputs to fit learners’ level, using them for extension, reinforcement, or alternate explanations. UNESCO’s “AI techniques & applications” competency supports this: students and staff both learn the range of tools, what tasks they are good for, their limitations.
- **Feedback:** AI can provide rapid, low-stakes feedback (spelling, grammar, syntax, structure). But teacher & peer feedback remains essential, especially for deeper learning, conceptual understanding, reasoning. Rose Luckin underscores that feedback which helps students reflect on *how* they thought, not just *what* they wrote, is crucial.
- **Teaching Principles & System Design:** When AI tools are used, design matters. Who built them, what data they used, whose voices are included or excluded? Teachers should help students engage with “AI system design” dimension of UNESCO: thinking about the architecture, the choices, the ethical implications.

3. AI Safety

AI use at Dubai College must be safe, transparent, and aligned with our values.

- **Academic Integrity:** Submitting AI-generated work as your own is plagiarism. Where AI has been used with permission, its role must be acknowledged. This aligns directly with our **Academic Integrity Policy**, which defines inappropriate AI use as misconduct.
- **Data Protection:** Students and staff must not input personal or sensitive information into AI tools. Only College-approved platforms may be used.
- **Ethical Use:** AI must never be used to create harmful, offensive, or discriminatory content. If inappropriate or concerning outputs appear, they must be reported immediately.

- **Assessment Integrity:** AI is strictly prohibited in examinations or controlled assessments unless explicitly authorised. Teachers may require drafts, oral explanations, or supervised work to verify authenticity.
- **Transparency:** Any permitted use of AI should be declared. Students must be able to explain how AI supported their work, what they accepted, what they rejected, and how they made the work their own.

The DfE guidance makes clear that responsibility always rests with the human using the tool. Staff and students must therefore remain accountable for all work produced, regardless of whether AI has played a part.

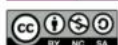
4. AI and Assessment

At Dubai College, clarity in assessment is essential. Students and teachers need to know when AI use is permitted, to what extent, and with what responsibilities. To support this, we adopt the **AI Assessment Scale** developed by Perkins, Furze, Roe and MacVaugh (2024).

Leon Furze notes that *“the AI Assessment Scale provides a common language for teachers and students to discuss the appropriate use of AI, ensuring that expectations are transparent and that integrity is preserved.”* This scale helps us articulate when AI can be used, and how.

The AI Assessment Scale

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

Levels of AI Use in Assessment, Homework and Learning Tasks

- No AI:** Students complete the assessment entirely on their own, with no AI input. This protects the validity of controlled tasks and ensures students can demonstrate their independent knowledge and skills.
- AI Planning :** AI may be used for preparatory activities such as brainstorming, outlining, or initial research. Final submissions must show independent development and refinement of these ideas.
- AI Collaboration:** Students may use AI to help complete tasks (drafting, refining, feedback), but they must critically evaluate, adapt, and improve AI outputs to demonstrate genuine understanding.
- Full AI:** Students are permitted to use AI extensively to achieve assessment goals, provided they show how they directed, evaluated, and critiqued its outputs.

5. **AI Exploration:** Students and teachers co-design tasks where AI is used creatively to generate new insights, approaches, or problem-solving strategies. Here AI becomes a partner in exploration, but critical reflection and student authorship remain essential.

Expectations for Staff and Students

- **Teachers** must state clearly which level of the AI Assessment Scale applies to each task, ensuring transparency and consistency. This should be part of the task brief or rubric.
- **Students** must respect the designated level. If AI is permitted, they must declare how it was used and demonstrate how they developed or adapted its outputs.
- **Assessment Integrity:** At all levels, students remain responsible for the originality, accuracy, and quality of their work. As Furze reminds us, the purpose of the scale is not to encourage uncritical adoption but to “frame AI as a tool to enhance thinking, not as a substitute for it.”

By embedding the AI Assessment Scale into our assessment design, Dubai College ensures that expectations are clear, that academic integrity is upheld, and that AI is used to deepen learning rather than dilute it.

Key principles of students

AI is here to stay, and Dubai College will embrace it with curiosity, care, and integrity. We will teach our students to be literate in AI, to use it thoughtfully in their learning, and to approach it safely and ethically.

But our message is consistent: **don't steal the struggle**. The true value of education lies not in easy answers but in the thinking, the effort, and the persistence that lead to deep understanding. AI should enrich this journey, never short-circuit it.

This policy will be reviewed annually to reflect new research, technological developments, and the evolving needs of our students. Above all, it reflects our enduring belief that AI must always serve learning and never replace it.

- Be curious: understand how AI works, what its strengths and limitations are.
- Be critical: always check AI outputs for accuracy, fairness, bias.
- Be transparent: if AI helped you with an assignment, say so.
- Be responsible: don't use AI to avoid learning; don't let it replace your thinking or effort.
- Respect integrity: academic honesty, data privacy, intellectual property matter.

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Appendix:

Dubai College Student User Agreement

At Dubai College we believe that learning should be challenging, character-building, and rewarding. Artificial Intelligence (AI) is one of the most powerful tools of our time. Used thoughtfully, it can help you explore ideas, develop your skills, and spark creativity. Used carelessly, it can damage your learning, reduce your effort, and risk your integrity.

Our message is simple: **AI must never steal the struggle**. Struggle is where the deepest learning takes place. AI should support your learning, not replace it.

What You Need to Know

1. AI Literacy



- AI can be helpful, but it is not always correct. It can be biased, inaccurate, or out of date.
- You must use your own judgement, checking and improving anything that AI produces.
- Over-relying on AI can weaken memory, reduce creativity, and stop you from thinking critically.

2. AI in Learning

- AI can be used to **support**, not to **replace** your thinking.
- Teachers may ask you to use AI to explore ideas, check examples, or analyse errors.
- You must always do the hard thinking yourself, don't let AI short-circuit your effort.

3. AI Safety

- Submitting AI-generated work as your own is plagiarism and will result in the sanctions outlined on our academic integrity policy.
- Only use AI when your teacher allows it and always acknowledge how you have used it.
- Never share personal or sensitive information with AI systems.
- If AI produces harmful or offensive content, stop immediately and tell a teacher.

4. AI and Assessment

We use the **AI Assessment Scale** (Perkins, Furze, Roe & MacVaugh, 2024) to make expectations clear:

1. **No AI:** No AI use allowed. Work must be entirely your own.
2. **AI Planning:** You may use AI for brainstorming or outlining, but your final work must show your own thinking.
3. **AI Collaboration:** You may use AI to help draft or refine ideas, but you must edit and improve it to show genuine understanding.
4. **Full AI:** You may use AI extensively, but you must explain how you directed it and how you showed critical thinking.
5. **AI Exploration:** You may work with teachers to use AI creatively in new ways, always reflecting critically on what it produces.

Your teacher will tell you which level applies to each assignment. You must follow it carefully.

Key Principles for Students

At Dubai College we expect every student to:

- **Be curious:** explore how AI works and what it can do.
- **Be critical** never accept AI's outputs without questioning them.
- **Be transparent:** if you use AI, say how you used it.
- **Be responsible:** don't use AI to avoid learning or effort.
- **Respect integrity:** uphold honesty, protect privacy, and value originality.
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Student Acknowledgement

I have read and understood the Dubai College Artificial Intelligence Learning Policy (Student Summary). I agree to use AI responsibly, to follow teacher instructions, and to uphold academic integrity in all of my work.

Name:

Tutor Group:

Signature:

Date: