AI Use and Academic Integrity: A Strengths-Based Framework

This document establishes the official stance of **NeuroLearn** regarding the integration of Artificial Intelligence. Grounded in the **Dynamic Development Plan (DDP)**, our approach is **strengths-based**, viewing AI as a "scaffolding" tool that supports executive functioning and clarity without replacing the learner's authentic voice.

AI Use and Academic Integrity: A Strengths-Based Framework

Artificial Intelligence can be a valuable tool for learning, planning, and idea development. However, your work must remain an authentic demonstration of your own understanding, reflection, and professional reasoning. AI tools may be used for clarification, research support, or idea shaping, but they must not replace your own thinking.

Core Principles

- **Support, Not Substitute:** Any use of AI must support your thinking rather than substitute it.
- **Originality:** Students must not submit AI-generated content as their own original work.
- **Authentic Reflection:** All reflective tasks, applied tasks, and final assessments must demonstrate personal insight and understanding.
- **Transparency:** Where AI assistance has been significant, this must be declared at the end of your submission.
- **Quality Assurance:** NeuroLearn uses internal AI detection tools to ensure fair use and uphold academic standards.

Accepted vs. Prohibited AI Use

Category	Accepted Use (Strengths-Based Support)	Prohibited Use (Integrity Breach)
Planning	Breaking down a complex essay brief into manageable "micro-tasks" or steps.	Generating a full essay outline and following it without personal adaptation.

Research	Explaining difficult academic concepts or summarising broad theories for initial understanding.	Using AI-generated "hallucinated" citations or fabricated data in a final submission.
Drafting	Using AI as a sounding board to test the logic of your argument or clarify your unique perspective.	Copy-pasting AI-generated paragraphs or entire sections into your assignment.
Editing	Using grammar and spell-check tools to improve the readability of your own original text.	Asking AI to "rewrite" your entire draft into a more "academic" or generic tone.

Grading vs. AI Usage Matrix

The following grid outlines how the detection of AI-generated patterns influences the assessment of your work. We prioritise the **Human Awakening**—the moment where your personal professional reasoning as a Neurocoach shines through.

AI Percentage	Categorisation	Grading Impact & Action
0% – 7%	**Incidental**	**Standard Assessment:** Reflects normal use of assistive technology (spell-check, basic editing). No impact on grade.
8% – 25%	**Augmented**	**Review of "Voice":** May lead to lower marks in "Originality" or "Critical Synthesis." Feedback will focus on strengthening your personal narrative.
26% – 50%	**Dependent**	**Capped Grade:** High risk that the work lacks authentic professional reasoning. Grade usually capped at a pass mark; mandatory tutorial support required.

51% +	Non-Original	**Integrity Breach:** The work is not considered your own. Results in a formal review meeting and a requirement to resubmit an entirely new piece of work.

Breach of Academic Integrity

Submitting work that misuses AI tools, presenting AI-generated content as your own, or failing to declare AI assistance when required will be treated as a breach of academic integrity. In such cases, you may be asked to resubmit work, attend a review meeting, or receive additional tutorial support. In serious or repeated cases, removal from the programme may occur.

The NeuroLearn Commitment: NeuroLearn will always take a supportive approach. The aim is not to penalise students but to ensure that all qualified Neurocoaches meet an appropriate professional standard. We aim to empower you to use technology to enhance your natural strengths while maintaining the highest level of professional ethics.

NeuroLearn AI Disclosure   Please state at the end of your assignment

Student Name:

Level of AI Integration

Please state what most accurately describes your use of AI in this assignment:

- [ ] **None/Incidental (0-7%):** No AI used, or used only for basic spell-check and grammar.
- [ ] **Supportive (8-25%):** AI used for brainstorming, structure, or clarifying complex concepts.
- [ ] **Substantial (26% or more):** AI used for significant drafting or rewriting. *(Note: This may require a follow-up tutorial).*

Declaration of Tools

Please list the tools used (e.g., ChatGPT, Copilot, Grammarly) and briefly describe how they supported your **strengths-based** learning process:

Example: *"I used ChatGPT to help break the assignment brief into smaller tasks to assist with executive functioning, and Grammarly to check my British English spelling."*

Statement of Support:

Student Confirmation

- [ ] I confirm that the final submission represents my own authentic understanding and professional reasoning.
- [ ] I have verified all citations and evidence to ensure they are accurate and not "hallucinated" by AI.
- [ ] I understand that NeuroLearn uses detection tools to uphold professional standards for Neurocoaches.