

# LMETB Academic Integrity Policy

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LMETB Academic Integrity Policy	
<b>Purpose</b>	To outline the LMETB Further Education and Training's (FET) overall approach to establishing and maintaining academic integrity with reference to assessment.
<b>Scope</b>	All programmes and courses offered by LMETB Centres or by organisations funded by LMETB to provide Further Education and Training (FET).
<b>Contents</b>	See below
<b>Related Policies</b>	<b>LMETB Assessment Misconduct Procedure</b> <b>LMETB Assessment Deadlines Procedure</b> <b>LMETB Repeats Policy</b>
<b>Audience &amp; Communication</b>	Applicable to all staff and learners of FET in LMETB. This policy is available on the LMETB website.
<b>Policy/Procedure Owner &amp; Implementation</b>	Quality Assurance and Enhancement Service (QAES)
<b>Monitoring, Evaluation &amp; Continuous Improvement</b>	The Quality Assurance and Enhancement Service is responsible for keeping the policy and procedure up to date and for ensuring that only approved versions of the policy and procedure are accessible via the LMETB website. The QAES will periodically review this policy.

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## Introduction

This policy sets out key principles and responsibilities for upholding academic integrity within LMETB. LMETB is fully committed to promoting the highest standards of honesty and academic integrity. This policy outlines the expectations on all staff and learners with regard to academic conduct.

This overarching Academic Integrity Policy supersedes the previous LMETB Assessment Malpractice Procedure with regard to the maintenance of academic integrity. The revised LMETB Assessment Misconduct Procedure now outlines the processes associated with learner malpractice in assessment.

The aims of this Academic Integrity Policy are to:

- Clarify expectations of LMETB staff and learners with regard to academic integrity
- Propose how risks to academic integrity may be mitigated
- Outline threats to academic integrity including the growing availability of Artificial Intelligence (AI) and Generative AI (Gen AI) tools and contracted cheating services
- Explain what assessment malpractice is and how LMETB deals with this issue.

## Policy Statement

A commitment to Academic Integrity is an important element of the FET Assessment model, and the fair and consistent Assessment of Learners has been the subject of a QQI working group. LMETB is committed to upholding high standards of assessment and this policy intends to provide guidance to all stakeholders on Academic Integrity, the use of AI tools and Assessment Malpractice.

Rapidly evolving developments in this field make it impossible to include all AI and Gen AI tools that may be misused in assessment. LMETB commits to providing information, advice and guidance to staff and learners as new developments arise. As a consequence, this Academic Integrity policy will be revised regularly. All centres are advised to use plagiarism detection tools where applicable. Guidelines on reporting and acting on cases of suspected threats to academic integrity are provided in the updated LMETB Assessment Misconduct Procedure which supports this policy.

## Glossary of Terms

<b>Academic Integrity</b>	The commitment to, and demonstration of, honest and moral behaviour in an academic setting <sup>1</sup>
<b>Academic Misconduct</b>	Any attempt by someone to seek unfair advantage in relation to academic activity or which facilitates others to gain an unfair advantage, or to profit from the selling of your own or others' work without permission.
<b>Assessment Malpractice</b>	Assessment malpractice includes any behaviour on the part of an assessor or learner that unfairly enhances the learner's attainment in assessment. It includes any action that compromises the integrity of the assessment.
<b>Centre</b>	The Centre refers to any LMETB college, FET centre or LMETB Training Centre.
<b>Centre Management</b>	The centre management refers to the FET Centre Manager/Coordinator, Centre Director, Principal or Deputy Principal in any LMETB College, FET centre or LMETB Training Centre. In the event of the absence of a centre manager, an appropriate designated person should be assigned.
<b>Contract Cheating</b>	Where a learner uses a third party online or directly, to assist them to produce academic work for assessment. This is academic misconduct.
<b>ETB</b>	Education and Training Board
<b>Fabrication of Evidence</b>	Data fabrication involves making up data and presenting that data as genuine <sup>1</sup>
<b>FET</b>	Further Education and Training
<b>Generative Artificial Intelligence (Gen AI)<sup>2</sup></b>	Generative Artificial Intelligence (Gen AI) refers to the use of AI to create new content including text, audio, video, computer code, images, simulations and music <sup>3</sup> .
<b>Internal Assessor</b>	The Internal Assessor is the Learning Practitioner who is teaching the class and setting the assessment tasks.
<b>Learning Practitioner</b>	The term 'learning practitioner' refers to all teaching staff and includes teachers, tutors, Adult Educators, instructors, learning practitioners, etc.

<sup>1</sup> [NAIN Academic Integrity: National Principles and Lexicon of Common Terms](#)

<sup>2</sup> Please note that LMETB is working with ETBI and the ETB sector to develop a comprehensive sectoral policy on the use of AI in FET. As soon as this guidance issues this Academic Integrity Policy will be updated accordingly.

<sup>3</sup> [What is Generative AI? Ulster University \(2025\)](#)

	In terms of assessment practices, the Learning Practitioner is regarded as the <b>Internal Assessor</b> , that is the person assessing the learner's work and grading accordingly.
<b>NAIN</b>	National Academic Integrity Network <a href="#"><u>National Academic Integrity Network</u></a>
<b>Plagiarism</b>	Presenting work, concepts or ideas taken from other sources without correct acknowledgement of the original sources.

## Principles of Assessment in Relation to Assessment Malpractice

Quality assured assessment ensures that in criterion referenced assessment 'learners are assessed and the assessment judgment is made based on whether the learner has reached the required national standards of knowledge, skill and competence for the award'<sup>4</sup>. Central to quality assured assessment is the assumption that learners are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The following sets forth the principles of assessment which apply to this document: these principles are based on the **QQI Quality Assuring Assessment Guidelines for Providers (Revised 2013, v2 2018)**.[QQI QA Assessment Guidelines](#)

### Validity

Validity is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed.

Validity in assessment occurs when:

- Assessment is fit for purpose (i.e. a practical assessment assesses a practical skill)
- Learners can produce evidence which can be measured against the award standard
- Assessors can make accurate assessment decisions
- Assessment is accessible to all candidates who are potentially able to achieve it

### Reliability

Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results.

Reliability in assessment ensures that results are consistent under similar conditions. Reliability in

<sup>4</sup> p.5 of [QQI Quality Assuring Assessment Guidelines for Providers Revised-2013 V2 2018](#)

assessment occurs when:

- The assessment is based on valid assessment techniques
- Assessment conditions are consistent
- Learner evidence is reliable
- Results are consistent across various assessors, contexts, conditions and learners over time.

### Fair

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all learners. Fairness in assessment ensures learners have access to appropriate resources/equipment in assessment; assessment design and implementation are fair to all learners; and policies and procedures exist to ensure fair assessment of learners.

### Quality

Quality in assessment ensures that all assessment processes are quality assured.

### Transparency

Transparency in assessment ensures that assessment policy and procedures provide clarity to all relevant stakeholders.

Assessment is underpinned by the **principles of assessment** including the **fair** principle (equal opportunity for all learners) and **consistent** principle (consistency in approach to assessment across LMETB's programmes of study and modules

## LMETB Expectations of FET Teaching Staff

LMETB staff are required to be vigilant in detecting threats to academic integrity and assessment malpractice and to take the following action:

- Explain clearly to learners what constitutes plagiarism, collusion, use of AI and Gen AI tools without permission and/or referencing sources, using contracted cheating sites and any other form of academic misconduct in their course or programme of study.
- Assess learner work on the basis of the demonstrated knowledge and abilities of the learner.
- Use LMETB approved plagiarism software together with other methods as appropriate, e.g. use Table 1 '**Reliability of Learner Evidence**' in this document, to check the authenticity of learners' submitted work.
- Take appropriate steps to prevent and detect cases of academic misconduct according to the LMETB Assessment Misconduct Procedure.
- Notify your centre management of any suspected incidences of learner malpractice to include but not limited to instances of contract cheating, malpractice and breach of agreed AI use.

- Please note that suspected malpractice incidents may be resolved informally at centre level before the need to investigate further. Please refer to the section on **Informal Resolution of Unintentional Malpractice** later in the policy.
- For learner malpractice at stages 1-4 (refer to Table 2 'Learner Sanctions for Confirmed Assessment Malpractice' in the **LMETB Assessment Misconduct Procedure**) please communicate the malpractice to centre management. Centre management should then notify the Quality Assurance and Enhancement Service (QAES) at [qualityassurance@lmetb.ie](mailto:qualityassurance@lmetb.ie)

## LMETB Expectations of FET Learners

LMETB FET learners are required to submit their own, authentic, original work for assessment.

Learners should be aware of the following:

- All learners must read the **LMETB Learner Guidelines on Academic Integrity and the Use of Gen AI Tools** and the centre's specific guidelines on Academic Integrity
- Copying another learner's work or allowing their own work to be copied is not allowed.
- Giving unauthorised assistance to another learner in an examination or other assessment techniques is not allowed.
- Failure to correctly cite sources of information is plagiarism. This includes sources used to generate ideas, information, wording or diagrams, or unapproved/unacknowledged use of Gen AI tools.
- All work submitted must be the learner's own independently produced work, unless a Learning Practitioner allows group work or collaboration on an assignment or unless the Learning Practitioner specifically authorises the use of Gen AI tools for specified elements of assessments on specified programmes of study. Table 2 in this document describes LMETB's '**Permitted Use of Gen AI Tools in Assessment**'.
- Use of AI tools must be acknowledged – please consult LMETB's '**Learner Guidelines on Academic Integrity and the Use of Gen AI Tools**' for guidance on acknowledging the use of Gen AI tools in assessment.

## Threats to Academic Integrity

### Artificial Intelligence<sup>5</sup>

Artificial Intelligence (AI) is a term used to describe a broad range of autonomous machine-based systems. These systems use datasets to make predictions, recommendations or decisions on a given set of human-defined objectives. Large Language Model (LLM) chatbots or tools - such as ChatGPT – are perhaps the best-known Artificial Intelligence systems currently in use. These systems are capable of:

- Answering inputted questions
- Analysing, improving, and summarising text

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<sup>5</sup> [CMETB Guidelines for Learners on the use of AI in Assessment](#)

- Composing essays and articles as well as fiction and non-fiction texts
- Generating computer code
- Translating texts from another language
- Generating new ideas, prompts, or suggestions for an inputted topic or theme
- Generating text with specific attributes, including tone, sentiment, or formality

Generative AI (Gen AI) is an AI technology that automatically generates content in response to prompts written in natural language through conversational interfaces. Rather than simply searching for and relying on existing content (e.g. webpages, library or journal databases, media sources, etc) for its output, GenAI produces wholly new content. This novel content can be produced in a wide array of formats, e.g. text written in natural language, image (including photographs, digital paintings and cartoons), video, music and computer code<sup>6</sup>.

Educators need to have at least a basic knowledge of AI and data usage in order to be able to engage positively, critically, and ethically with this technology and to properly use it to exploit its full potential <sup>7</sup>

LMETB is aware of and acknowledges the many AI tools that are available and in use in education and training. The market for AI tools is a dynamic one in which new and improved AI tools are being developed for use at an extremely fast pace. ETBI have put together a representative list of Gen AI tools for information purposes only [ETBI Digital Library - Generative AI Tools](#)

LMETB permits the use of AI in teaching and learning in **certain circumstances** that are transparent and fair to all learners and which enhance the teaching and learning process. Use of Gen AI tools in a learner's submitted work must be accurately acknowledged in line with LMETB's recommendations on the use of Gen AI tools which is detailed in Table 2 'Permitted Use of Gen AI Tools in Assessment' in this document.

### Contract Cheating Services

Contract cheating services (known as 'essay mills') refers to companies or individuals who are willing to offer writing services to learners for all award types and levels on the National Framework of Qualifications (NFQ). These services involve writing assignments or other written assessments in place of the learner; such services are provided for a fee.

Quality and Qualifications Ireland (QQI) is responsible for the external Quality Assurance of Further Education and Training (FET) in Ireland. In 2019 QQI published guidance on the use of contract cheating. Individuals and companies (known as 'essay mills') offer writing services including paraphrasing services, designed to hinder

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<sup>6</sup> [University of Limerick What is Gen AI?](#)

<sup>7</sup> [Europe Commission Ethical Guidelines on the Use of Artificial Intelligence \(AI\) and Data in Teaching and Learning for Educators \(2022\)](#)

the operation of counter-plagiarism tools used by FET centres.

Legislation was introduced in 2019 under the Qualifications and Quality Assurance (Education and Training) (Amendment) Act 2019 which makes it an offence to:

- facilitate a learner to cheat in any way;
- advertise cheating services to learners; and
- publish advertisements for cheating services to learners<sup>8</sup>.

This policy requires LMETB staff and learners to report suspected incidents of contract cheating to the QAES [qualityassurance@lmetb.ie](mailto:qualityassurance@lmetb.ie) who will refer onwards to QQI.

#### LMETB learners **must not**:

- use the services of a contract cheating website to buy a completed assignment
- ask another individual or company to complete assignments on their behalf, this includes getting someone else to sit an exam for them or sitting an exam for someone else
- access services, available on websites or social media platforms, which houses controlled assessment materials, or access any content that gives them prior knowledge of an assessment
- buy, sell or swap assignments or assignment answers via ‘sharing’ websites or social media platforms e.g. Facebook, TikTok etc.
- submit ‘model’ assignment answers provided by a private tutor or tutoring company.

All LMETB learners’ assessment work must be their own work and not that of others. Learners must not have access to assessments before they are taking part in them as to do so would give them an unfair advantage over other learners.

## Assessment Malpractice

**Learner Malpractice** is defined as malpractice committed by a learner during the course of the assessment process.

Examples of learner malpractice are described below but these examples are not exhaustive of possible malpractice incidences.

## Plagiarism

Learner plagiarism is defined as the practice of learners submitting any work for assessment that is not their own original work. This could be any percentage of work that has not been referenced and has been copied from published work, the internet, other learners’ work and/or other sources.

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<sup>8</sup> [KCETB Academic-Integrity-Policy.pdf](#)

Examples of learner plagiarism in assessment may include but is not limited to:

- Representing work completed by and/or authored by another person (including other learners, family, work colleagues and friends) as the learner's own.
- Procuring work from a company or external source including those located online.
- Copying work from any source or medium without reference (i.e. website, book, journal article).
- Copying material from another source with some re-phrasing to disguise the content.
- Taking a passage of text, or an idea, and summarising it without acknowledging the original source.
- Passing off collaborative work as one's own.
- Using sources and references that cannot be verified or which do not exist.
- Piecing together sections of others' work into a new whole.
- Submitting another learner's work with or without their knowledge.
- Self-plagiarising – submitting work that was previously submitted by the learner without acknowledgement or referencing it.
- Any other submission of work for assessment that is not an authentic reflection of the learner's efforts.

The submission of such plagiarised materials for assessment purposes is fraudulent and suspected cases will be investigated, once informal processes by the centre have been exhausted, and dealt with appropriately using the procedures outlined in the **LMETB Assessment Misconduct** document.

**NOTE:** Suspected cases of plagiarism will only be investigated when there exists an **LMETB Learner Statement of Academic Integrity** (Appendix A) which has been signed by the learner. Any electronic assessment submitted is deemed as having been declared as authentic by the learner.

### **Use of Gen AI Tools Without Permission and/or Appropriate Acknowledgement:**

Gen AI refers to the use of Gen AI tools to create new content including text, audio, video, computer code, images, simulations and music. Using Gen AI tools in submitted assessment material without Learning Practitioner permission and/or careful and accurate acknowledgement is not permitted. Learners should refer to LMETB's guidelines on acknowledging the use of Gen AI tools (**Learner Guidelines on Academic Integrity and the Use of Gen AI Tool**). Learning Practitioners should be aware of and refer to the **LMETB Teaching Staff Guidelines on the Use of Gen AI Tools**.

### **Unacceptable Behaviour in Assessment**

Unacceptable behaviour in assessment may include but is not limited to:

- Unauthorised removal of assessment material from the assessment location
- Deliberate damage to or destroying of assessment related materials
- Use of electronic communication device/technology or other unauthorised materials during the

assessment

- Assisting other learners during the assessment
- In an assessment event (e.g. examination), any form of communication with other learners (written, verbal, gestures, expressions, pointing, etc.)
- Copying from another learner (both parties involved in the investigation)
- Paying another person to perform an academic task with the learner passing it off as their own
- Fabrication of results and/or evidence
- Falsification (faulty data collection methods)
- Behaving in such a way as to undermine the integrity of the assessment event or process.
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment
- Engaging in unsafe practices in assessment
- Disruptive, violent and offensive behaviour in relation to assessment
- Tampering or interfering with assessment materials or another learner's work
- Submission for assessment of a piece of work that has been purchased/procured from another source where the work is not the learner's own work
- Use of contract cheating services provided by individuals and companies (known as 'essay mills') who offer writing services including paraphrasing services, designed to hinder the operation of counter-plagiarism tools used by FET centres.

This list is not exhaustive

### **Collusion<sup>9</sup>**

Collusion refers to working collaboratively with other learners, beyond what is allowed. It is important to know the difference between collusion and collaboration. Group work and teamwork is a great way to learn. However, colluding to find shortcuts or cheating opportunities, is not an honest or fair way of approaching assessment work.

Collusion may include:

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<sup>9</sup> Adapted from Tipperary ETB's Academic Integrity Policy

- Learners providing their work to another learner before the due date, or for the purpose of them plagiarising at any time.
- Learners completing a project together which was supposed to be done individually.
- Offering to complete another person's work or seeking payment for completing academic work.

Collusion should not be confused with academic collaboration where there has been a general group discussion about a topic or question but where each learner produces their own response. Learning Practitioners should provide clear information and instruction to learners when collaboration is appropriate (or not) for particular assessment tasks. The Learning Practitioner must be fully satisfied that the assessment presented has been produced in a fair and ethical manner and is the learner's own original work.

## Informal Resolution of Unintentional Malpractice

Poor academic practice, errors and possible assessment malpractice may result from a lack of understanding or under-developed skills arising from inexperience or carelessness rather than a deliberate effort to deceive or cheat. LMETB recognises that the development of academic skills are key in helping learners avoid unintentional academic misconduct.

Consequently, in practice, many issues, e.g. plagiarism or unacknowledged use of Gen AI tools, occurring early in the academic year, can be resolved at an informal level in FET centres by teaching staff, or by centre management, without having to immediately instigate the formal investigations outlined in the **LMETB Assessment Misconduct Procedure**. It is LMETB's intention that formal processes will only be initiated if informal approaches are not successful in resolving the issue.

Procedures in relation to malpractice in assessment events and in coursework are detailed in the **LMETB Assessment Misconduct Procedure** document.

## Reducing Risks to Academic Integrity

Academic Integrity is defined as 'a commitment to, and demonstration of, honest and moral behaviour in an academic setting' (NAIN 2021)<sup>10</sup>. The sections below outline LMETB's commitment to reducing the risks of threats to academic integrity:

### Providing Information, Advice and Guidance to Learners

LMETB is committed to upholding high standards of assessment and learners must be made aware of LMETB's ethical and moral stance on academic integrity. LMETB teaching staff are best placed to explain to

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<sup>10</sup> [NAIN Academic Integrity: National Principles and Lexicon of Common Terms](#)

learners the various forms of information, advice and guidance with reference to best practice in academic integrity. Learners should be made aware of LMETB's commitment to academic integrity as part of the Learner Induction process and throughout the programme of study.

It should be recognised that some learner cohorts may be particularly vulnerable to academic integrity threats; such vulnerable learners may include:

- Learners with poor attendance records
- Learners with difficulties participating in class
- Learners with mental or physical health difficulties that may affect their ability to complete assessments as requested
- Learners struggling to meet assessment deadlines
- Learners struggling to meet the required standard for the award
- Learners for whom English is not their first language.

LMETB's FET Learning Support Hub and/or centre support services may provide guidance to such learners to mitigate the risks of malpractice or threats to AI taking place.

## Design of Assessment Materials

LMETB teaching staff who are responsible for assessment are advised to consider risks to Academic Integrity when designing assessments. For example:

- Provide alternative means of presenting evidence, e.g. oral presentations instead of written assignments. Assessment briefs should be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate, following Universal Design for Learning (UDL) principles.
- Provide alternative versions of examinations to be alternated between assessment events.
- Provide clear guidance on the use of AI and Gen AI tools and resources. Instructions to learners on the use of AI tools should be clearly presented in the assessment brief<sup>11</sup>. Refer to:
  - **LMETB Teaching Staff Guidelines on the Use of Gen AI Tools**
  - **LMETB Learner Guidelines on Academic Integrity and the Use of Gen AI Tool**
- Ensure that learners complete both the **LMETB Learner Statement of Academic Integrity** (Appendix A) and, if Gen AI use has been permitted in the assessment, the **LMETB Learner Declaration Statement of Use of Gen AI in Assessment** (Appendix B).
- Clearly explain referencing requirements in assignment briefs and direct learners towards resources

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<sup>11</sup> On the Assessment Brief it is recommended that the Learning Practitioner include the following:  
**'You may be invited to take part in a short interview in addition to your assessment submission to confirm your understanding of the assessment work you have submitted'.**

on referencing. Guidelines for LMETB's FET learners can be found in the Learner Hub section of the LMETB website; specific resources include:

- [A Learner's Guide to Academic Integrity \(2022\)](#)
- [Academic Writing Handbook for Learners \(2019\)](#)
- [Referencing Handbook for the FET Sector \(2019\)](#)

### Check Reliability of Learner Evidence

The following are ways in which the assessor may ascertain that the learner evidence produced is reliable and genuine. The internal assessor should, where appropriate, implement a range of these approaches designed to enhance the reliability of the evidence and discourage/detect malpractice, please note that the list in Table 1 is not exhaustive.

**Table 1: Reliability of Learner Evidence**

<b>LMETB Learner Statement of Academic Integrity</b>	A signed <b>LMETB Learner Statement of Academic Integrity</b> (Appendix A) from the learner testifying the evidence as being his/her original work. The Statement of Academic Integrity should be provided with regard to all assessment evidence submitted.
<b>Learner Declaration Statement of Use of Gen AI in Assessment</b>	If permission has been given by the Learning Practitioner for the use of Gen AI tools in the preparation of an assessment then the <b>Learner Declaration Statement of Use of Gen AI in Assessment</b> (Appendix B) MUST be completed by the learner outlining any prompts or instructions given to the Gen AI tool to generate results. Attempting to present AI-generated output as original work without permission or proper acknowledgement constitutes assessment malpractice by the learner.
<b>Questioning/Interviewing<sup>12</sup></b>	This involves asking the learner to explain and describe part of the assessment evidence. It is important to concentrate on how the evidence was produced. This will enable the learner to show that s/he was

<sup>12</sup> On the Assessment Brief it is recommended that the Learning Practitioner include the following:  
**'You may be invited to take part in a short interview in addition to your assessment submission to confirm your understanding of the assessment work you have submitted'.**

	<p>responsible for producing the evidence and will also give the learner the opportunity to demonstrate/apply the knowledge and skills required.</p> <p>Any suspected use of Gen AI tools without appropriate acknowledgement may also be probed through the questioning of the learners' understanding of their submitted work.</p> <p>The use of questioning/interviewing is not intended as a mechanism for assessing learner evidence but as a tool to corroborate the reliability of that evidence.</p>
<b>Personal Log</b>	<p>This is a record of how the learner planned and developed the evidence. A personal log should identify problems and how they were overcome by the learner.</p>
<b>Personal Statement</b>	<p>A personal statement may be used to explain the actions of the learner in carrying out activities or producing the evidence. Personal statements should be clear and explain the learner's role and the context in which the evidence was produced. Personal statements can provide evidence of knowledge and understanding.</p>
<b>Peer Reports</b>	<p>Peer reports are especially suitable for group work. Peer reports are reports drafted by all group members which can help explain individual involvement in a task or project.</p>
<b>Independent Testimony</b>	<p>This is a statement produced by an individual other than the classroom Learning Practitioner, which confirms that the learner has carried out a series of tasks or produced a product. It should record what the learner has demonstrated and corroborate the learner evidence submitted. The identity and role of the individual to provide the</p>

	<p>testimony for the learner should be agreed in advance between the Learning Practitioner and the learner.</p> <p>The use of independent testimony is not intended as a mechanism for assessing learner evidence but as a tool to corroborate the reliability of that evidence.</p>
<b>Use of plagiarism and AI detection software</b>	<p>The use of up-to-date plagiarism and AI detection software, e.g. Turnitin and other methods to check written assignments to assess the originality of learner work.</p>
<b>Group Work</b>	<p>Learning Practitioners should provide clear information and instruction to learners when collaboration is appropriate (or not) for particular assessment tasks or parts of assessment work.</p>

### Additional Quality Check for Assessment Briefs

As advised above Learning Practitioners should include the following statement, directed at learners, on Assessment Briefs

**‘You may be invited to take part in a short interview in addition to your assessment submission to confirm your understanding of the assessment work you have submitted’.**

### Guidance on the Use of Gen AI Tools in Assessment

LMETB allows the use of Gen AI tools in assessment in certain circumstances, these are explained in Table 2 below.

By **including Table 2 with the Assessment Brief** for each individual assessment the Learning Practitioner is informing the learner as to;

- whether they can use Gen AI tools in the assessment
- what level of use they can use Gen AI tools

**Table 2: Permitted Use of Gen AI Tools in Assessment<sup>13</sup>**

Level	Use of Gen AI Tools	Guidance for Learners	Use of Gen AI Tools Allowed? <sup>14</sup> Yes or No?
1	No use of AI is permitted for the assessment.	Gen AI tools cannot be used in this assessment.	
2	The use of some types of Gen AI tools is permitted in this assessment.	<p>The use of Gen AI tools is <b>restricted</b> in this assessment.</p> <p>You may use the following tools ONLY (<b>insert names of Gen AI tools</b>)</p> <p>All use of Gen AI tools must be appropriately acknowledged and accurately referenced.</p>	
3	The use of Gen AI for specific purposes is permitted in this assessment.	<p>The use of Gen AI tools is <b>restricted</b> in this assessment.</p> <p>You may use Gen AI tools to (<b>insert details of function or task in assessment for which use is allowed</b>).</p> <p>All use of Gen AI tools must be appropriately acknowledged and accurately referenced.</p>	
4	No restriction on the use of Gen AI tools in this assessment.	<p>The use of Gen AI tools is not restricted in this assessment.</p> <p>You may use Gen AI to assist you in any</p>	

<sup>13</sup> Table adapted from Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale (<https://open-publishing.org/journals/index.php/jutlp/article/view/810/769>). Further credit is given to LCETB and CMETB for their interpretation of the scale.

<sup>14</sup> Permission for use of Gen AI tool given by Learning Practitioner/tutor

	<p>way to complete this assessment.</p> <p>All use of Gen AI tools must be appropriately acknowledged and accurately referenced.</p>	
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## APPENDIX A

### Statement of Academic Integrity

#### **LMETB Learner Statement of Academic Integrity**

I pledge to be fair and honest to other learners and to all teaching staff by completing all of my academic work with integrity. This means that I will respect the standards set by the teaching staff and LMETB, be responsible for the consequences of my choices, honestly represent my knowledge and abilities, and be a community member that others can trust.

I confirm that all work submitted is my own and all sources of information, including the use of Generative AI (Gen AI) tools have been acknowledged and referenced as appropriate.

**Learner Name:** [Name]

**Email address:** [email address]

I confirm that all work submitted is my own and all sources of information have been acknowledged as appropriate.

Yes

No

**Date:** [Date]

## APPENDIX B

### Learner Declaration Statement of Use of Gen AI in Assessment<sup>15</sup>

I acknowledge that I have used a Gen AI tool in the preparation of this assignment.

Below, I outline the specific ways in which the AI tool was used **and confirm that all final work is my own.**

<b>Name and version of Gen AI Tool Used</b>	e.g. ChatGPT 4.5
<b>Purpose of Use</b>	e.g. generating ideas, summarising background research, refining writing structure, checking grammar
<b>Gen AI Prompt Used</b>	
<b>Extent of AI Influence</b>	<p>e.g.</p> <ul style="list-style-type: none"> <li>• AI-generated content was <b>not</b> copied word for word (verbatim) but used as inspiration for my own writing.</li> <li>• All arguments, analysis, and critical discussions are my original work.</li> <li>• AI-generated responses were fact-checked and appropriately referenced where necessary</li> </ul>

**Learner Name:** [Name]

**Date:** [Date]

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<sup>15</sup> Please note that the examples of use here are for reference only; your specific usage of AI may be different and will require more extensive acknowledgements, descriptions and/or evidence