LMETB Guide for FET Learners on Academic Integrity and the Use of Gen AI Tools

This document is designed to support you as an LMETB Learner in understanding the term **Academic Integrity** in the context of your learning.

This Learner Guide provides some useful information, advice and detailed guidance on ensuring academic integrity in your work. It gives clear definitions of academic integrity, assessment misconduct, plagiarism and it provides clear guidance on accurately referencing information you have found from other sources as well as advice on the use of Generative Artificial Intelligence (Gen AI) tools in assessment.

What is Academic Integrity?

Academic Integrity means 'the commitment to, and demonstration of, honest and moral behaviour in an academic setting'[1] which means being ethical and responsible in the work that you do, as a learner, in the classroom and during assessment tasks.

'A Learner's Guide to Academic Integrity'[2] explains that academic integrity is made up of three key elements and you should be guided by these principles in all your work in the classroom and during assessment.

1. Fairness – any work you produce is based on the work and effort that you put into the process, that you do your share of the work when working in a group and that you follow the assessment guidelines

2. Honesty – this means that any assessments, e.g. assignments, projects, course work or exams you take part in are your own work.

3. Responsibility – this means that you are doing your work and getting advice from your college or centre if needed, but the work produced is your own work.

The purpose of this Guide is to give you information on[3]:

- Referencing and avoiding plagiarism
- Contract cheating services
- What is Generative Artificial Intelligence (Gen AI)?
- Gen AI tools used in education
- The use of Gen AI tools and assessment
- Acknowledging the use of Gen AI tools in assessment
- Unacceptable use of Gen AI tools
- LMETB Academic Integrity Learner Checklist

---

[1] NAIN Academic Integrity: National Principles and Lexicon of Common Terms
[2] A Learner's Guide to Academic Integrity FET

[3] 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 these Learner Guidelines will be updated accordingly.

- Appendix A - Table 1: Permitted Use of Gen AI Tools in Assessment
- Appendix B – LMETB Learner Declaration Statement of Use of Gen AI in Assessment
- Appendix C - LMETB Learner Statement of Academic Integrity

Glossary Of Terms used in this Guide

Academic Misconduct	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.
Assessment Malpractice	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.
Contract Cheating	Where a learner uses a third party online or directly, to assist them to produce work academic for assessment. This is academic misconduct.
Generative AI (Gen AI)	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[4].
Learning Practitioner	The term 'learning practitioner' refers to all teaching staff and includes teachers, tutors, Adult Educators, instructors, learning practitioners, etc.
Plagiarism	Presenting work, concepts or ideas taken from other sources without correct acknowledgement of the original sources.

---

[4] What is Generative AI? Ulster University (2025)

Referencing and Avoiding Plagiarism

How to accurately acknowledge and reference information taken from other sources.

'Referencing is a standard method of acknowledging the sources of information you have consulted in preparing your written work'[5]

Full guidance on how to reference accurately is given in the following guide Referencing Handbook for the FET Sector

- You need to reference **all of the sources of information** that you use.
- You do not need to reference your own individual idea.
- You do not need to reference 'common knowledge', examples include: Dublin is the capital city of Ireland; The boiling point of water is 100 degrees Celsius.
- In general, you must reference anything that you did not know previously.

The diagram[6] below summarises the approach to referencing.

Do I Need to Reference It?
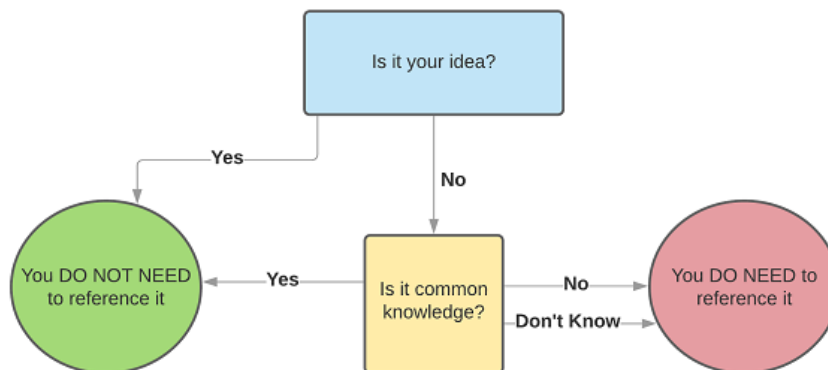
There are several referencing systems that may be used. In LMETB it is recommended that you use the Harvard system. Your Learning Practitioner will give you information on how to reference correctly but it is important that you are consistent in how you apply the Harvard referencing system in your assessment work.

There are many sources from which you might access information when you are completing an assessment, e.g. books, academic journals, websites, etc. For guidance on the correct way to reference in your assignments, please refer to

---

[5] Referencing Handbook for the FET Sector
[6] ETBI Digital Library Guide to Referencing

- Your Learning Practitioner
- The Referencing Handbook for the FET Sector
- The ETBI Digital Library ETBI Digital Library Guide to Referencing

What the reference looks like in your assignment (the citation)

Mention your information sources every time you refer to someone else's work. This is called **making a citation**.

e.g.

'Cottrell (2024) talks about the importance of having a study strategy when starting on a new course of learning'

or

'Time management is an important skill for learners' (Cottrell, 2024)'.

Your Reference List/Bibliography

Provide a list at the end of your piece of written assessment work that includes all the sources you have used. This list is a reference list or bibliography, depending on what you are asked to provide. This is how it would look in the reference list.

Cottrell, S. (2024). *The Study Skills Handbook* 6th edn. London, Bloomsbury Publishing (UK).

The key difference between a citation and a reference list is that a citation mentions the source of the information in the text of the written assessment work, whereas a reference list is a list of sources of information that you used, and it is included at the end of the work.

What is Plagiarism?

Avoiding plagiarism is an important element of academic integrity. Plagiarism means taking or copying someone else's work and submitting it as your own work. It is a serious type of assessment misconduct. It involves information you may find in other sources, but if you do not say where it came from (by referencing it correctly) then this is plagiarism, even if you forgot to include the reference.

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 your 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/group work as your 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 you without acknowledgement or referencing it.
- Any other submission of work for assessment that is not an authentic reflection of your efforts.

> **Please remember!** You must provide information about each source you refer to in your assignment. You must sign the **LMETB Learner Statement of Academic Integrity** (Appendix C) or equivalent with each assignment.

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. 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[6].

As an LMETB learner **YOU MUST NOT**

- use the services of a contract cheating website to buy a completed assignment
- ask another individual or company to complete assignments on your behalf, this includes getting someone else to sit an exam for you 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 you 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.

> **Please remember!** All your assessment work must be your own work and not that of others. You must not have access to assessments before you are taking part in them as to do so would give you an unfair advantage over other learners.

What is Generative Artificial Intelligence (Gen AI)?

Generative Artificial Intelligence (Gen AI) refers[7]:

- to the use of AI to create new content including text, audio, video, computer code, images, simulations and music.
- Artificial 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.
- Gen AI 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.

LMETB acknowledges the role that Gen AI tools play within a FET learning environment. LMETB staff and learners should adapt to using Gen AI tools as part of their FET work on the understanding that it is used in accordance with the guidance provided in this Learner Guide. While Gen AI can be a very useful tool, care must be taken to ensure that as a learner you are using it ethically, fairly and in a wholly transparent manner.

Gen AI Tools Currently Used in Education:

Gen AI models and tools continue to be developed hence the list below contains some examples of types of Gen AI Tools relevant at this moment in time. This list is **not exhaustive**.

- Chat GPT - The best known and most commonly used generative AI tool
- Co-Pilot- Microsoft's AI-powered chatbot focused on searching for the web for information and images.
- Gemini - Google's AI-powered chatbot tool that uses natural language processing and machine learning
- Claude - Created by Anthropic, a company backed by Google, this is billed "as easier to talk to" than ChatGPT
- Perplexity - An AI research assistant for searching for information online.
- Feedback Fruits- An AI platform that aims to improve students' academic writing by providing feedback on their writing style

> **Please remember!** This list is **not exhaustive,** if you are unsure, please ask your centre/Learning Practitioner for clarification

---

[7] What is Generative AI? Ulster University (2025)

Further information may be found on

- [Generative AI in Education: Using Generative AI Effectively (ETBI Digital Library).](#)

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 1 in Appendix A. For each individual assessment that you are completing, your Learning Practitioner will inform you:

- whether you can use Gen AI tools in the assessment
- what level of use of Gen AI tools is allowed

Your assessment brief will include Table 1 giving you clear guidance on the permitted use of Gen AI in the assessment. The levels of permission are explained here.

Level 1 Permission – NO use of Gen AI Tools Allowed

If your Learning Practitioner/tutor tells you that the use of AI for an assessment is not permitted, this means that you **must not use** any form of AI tools under any circumstances.

Level 2 Permission – Restricted Use - Certain Gen AI Tools ONLY

If permission is given at Level 2 for the use of Gen AI tools in the assignment, then your Learning Practitioner may allow the use of certain Gen AI tools, e.g. permit the use of image generators such as Canva but not allow the use of text generators such as ChatGPT and GEMINI in the assignment. use of some types of Gen AI tools is permitted in this assessment.

Level 3 Permission – Restricted Use - Certain Functions via Gen AI Tools ONLY

If permission is given at Level 3, you may be allowed to use Gen AI for certain tasks/specific purposes in your assignment, e.g. ideas generation or clarification of concepts.

Level 4 Permission – Unlimited Use of Gen AI Tools

If permission at Level 4 is given you may use any Gen AI tool for any task in your assessment.

Please remember!

- If there is any doubt about the authenticity of the assessment evidence you produce as a learner, LMETB reserves the right to request additional supporting evidence from you to demonstrate that the submission is your own work. This supporting evidence may take the form of verbal questioning. LMETB's Academic Integrity policy outlines other checks for the reliability of learner evidence that may be used.
- LMETB continues to upgrade the software used to detect plagiarism and the use of Gen AI tools.

At levels 2, 3 and 4 you **must appropriately acknowledge** and reference the use of the Gen AI tools you used in your assessment.

Acknowledging the Use of Gen AI Tools in Assessment

If you use content in your assessment that you have sourced using a Gen AI tool, you must acknowledge and reference this clearly in your submitted work.

Referencing AI Sources and Checking the Accuracy of Sources

The Gen AI tools/chatbots will provide the sources[8] it has used to generate this content, if asked to do so, however, you **must independently verify** these sources and then reference them. This means that you must ensure that these sources exist and that they contain the information that the Gen AI tool has described.

For example, if a Gen AI tool tells you that it used S. Cottrell's '*The Study Skills Handbook*' then you must attribute the idea in your assessment to the author, S. Cottrell, and reference the text (*The Study Skills Handbook*) using the Harvard citation and referencing style outlined on p.4 of these guidelines.

If the Gen AI tool does not provide you with the details of the sources it has used to create its response, then you must verify the information by consulting other information sources such as books, journals and websites. These sources should then be referenced in the usual way (p.3-4 of these guidelines).

If you are referencing information **directly taken from a Gen AI tool** such as Chat GPT, it should be treated like a 'synthesised communication' and referenced in a similar way to a personal conversation.

Example of Referencing Chat GPT

In-text citation

According to ChatGPT, 'Abraham Lincoln's contribution to abolition is a topic of historical debate and interpretation' and his role in ending slavery is contested (ChatGPT, 2025).

Reference list:

ChatGPT (2025) Is Abraham Lincoln's contribution to abolition exaggerated? Available from: https://chat.openai.com/share/1129cba8-d3b8-47ba-b7eb-cecc0c3a7f31 (Accessed 23 September 2025).

Please remember! Information provided by Gen AI tools and chatbots is not always accurate.

---

[8] Some Gen AI tools or chatbots will only provide a general list of useful sources with regard to the topic under discussion

As an LMETB learner, you are **required to acknowledge the use of Gen AI tools** in two ways:

1. Learner Declaration Statement

If you have been permitted to use Gen AI tools in your assessment, your Learning Practitioner will ask you to sign a **Learner Declaration Statement** (**Appendix B**) that acknowledges your use of Gen AI tools in your assessment. You should submit this statement with your assessment.

2. Record of AI-Generated Content

In addition, you should keep a record of all AI-generated content used or consulted when preparing your assessment. This may include the prompts used and outputs you collected. This information should be presented in an **Appendix (Log of AI Use)** and submitted with your assessment. Your Learning Practitioner/tutor will give you exact details on how this should be done in the assessment brief and/or class instructions.

Note: ChatGPT allows you to share a link to a complete record of your conversations with the chatbot. You should save this link for all chatbot conversations that have aided you in completing your assessment and include in your reference list and Appendix.

Unacceptable Use of Gen AI tools

Gen AI tools should only be used for assessments if permission is given by your Learning Practitioner according to the guidance and levels of permission outlined in Table 1 (Appendix A) in this document. You are not permitted to use Gen AI tools as a source of information without appropriate acknowledgement.

Artificial Intelligence/Gen AI MUST NOT BE USED to:

- Copy or summarise whole AI-generated responses and present this as your own work without appropriate acknowledgement
- Copy or summarise sections, paragraphs or elements of AI-generated content to the point that the work can no longer be considered your own.
- Complete any part of your assessment so that it does not reflect your own work, nor your own understanding of calculations, concepts, analysis or evaluation of information
- Present work where you have not acknowledged the use of Gen AI tools if they have been used as a source of information.
- Present work where you have only partially acknowledged use of Gen AI tools if they have been used as a source of information.

Sanctions for Unacceptable Use of Gen AI Tools or Other Forms of Assessment Misconduct

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

Unintentional academic misconduct, e.g. plagiarism or the misuse of Gen AI tools occurring early in the academic year, can be resolved at an informal level in FET centres/colleges, without having to immediately instigate the formal investigations outlined in **LMETB's Assessment Misconduct Procedure.**

It is LMETB's intention that formal investigation of possible assessment misconduct will only be initiated if informal approaches are not successful in resolving the issue.

If the potential academic misconduct issue is not resolved informally at centre/college level, formal investigation processes will be instigated according to those detailed in **LMETB's Assessment Misconduct Procedure.**

Levels of Sanctions if Assessment Misconduct is Confirmed

Level 1 - A written warning is issued to the learner. The learner's assessed work is marked at zero and must be re-submitted. Re-submitted work is not capped.

Level 2 - A written warning is issued to the learner. The assessed work is resubmitted. The learner result is capped at a Pass grade.

Level 3 - The learner result is **marked at zero for the assessed piece of work**. This level of sanction occurs in the case of unacceptable behavior and/or when there is a history of substantiated assessment malpractice by the learner.

Level 4 - The learner result is **marked at zero for the entire module[9]**. This level of sanction occurs if there is a case of gross misconduct and/or an extensive history of substantiated assessment malpractice.

---

[9] If the module is mandatory, then the learner cannot receive the major award.

LMETB Academic Integrity Learner Checklist

- Read LMETB's Academic Integrity Policy and LMETB's Assessment Misconduct Procedure
- Avoid plagiarism - ensure that you understand how to reference correctly
- Do not use the services of Contract Cheating sites or any other similar services or online assessment sharing sites.
- Make sure you understand the consequences of misusing Gen AI tools.
- Be aware that LMETB uses anti-plagiarism and AI-tracking software.
- Engage in honest and ethical behaviour during your assessments and/or when submitting assessment evidence. This includes:
  - Before sitting an exam, making sure you understand the exam conditions/rules explained in Appendix 2 Examination Learner Instructions) in LMETB's Examinations Procedure
  - For other assessments, check with your Learning Practitioner if you are permitted to use Gen AI tools in any form in your assessment. This will be clearly outlined in the assessment brief (as per Table 1, Appendix A) and your Learning Practitioner will provide further guidance.
  - Submit your draft written assessments on time and in the format requested. These will provide your Learning Practitioner with a clear understanding of your standard of written work before you submit any final pieces of work for assessment. This enables them to judge the originality and authenticity of your submitted work.
  - Sign your **Learner Declaration Statement of Use of Gen AI in Assessment** (Appendix B). Ensure that all final submitted work for assessment is entirely your own, with any use of Gen AI tools correctly acknowledged.
  - Be prepared to be questioned on all elements of your submitted assessment to demonstrate your understanding of your submitted work.
- Please note that Learning Practitioners/tutors are required to report any suspected cases of assessment misconduct to your FET centre/college who will then inform the Quality Assurance and Enhancement Service (QAES) at LMETB.

Appendix A

Table 1: Permitted Use of Gen AI Tools in Assessment[10]

Level	Use of Gen AI Tools	Guidance for Learners	Use of Gen AI Tools Allowed?[11] 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.	The use of Gen AI tools is **restricted** in this assessment. You may use the following tools ONLY (**insert names of Gen AI tools**) All use of Gen AI tools must be appropriately acknowledged and accurately referenced.	
3	The use of Gen AI for specific purposes is permitted in this assessment.	The use of Gen AI tools is **restricted** in this assessment. You may use Gen AI tools to (**insert details of function or task in assessment for which use is allowed**). All use of Gen AI tools must be appropriately acknowledged and accurately referenced.	
4	No restriction on the use of Gen AI tools in this assessment.	The use of Gen AI tools is not restricted in this assessment. You may use Gen AI to assist you in any way to complete this assessment. All use of Gen AI tools must be appropriately acknowledged and accurately referenced.	

---

[10] 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.

[11] Permission given by Learning Practitioner

LMETB Guide for FET Learners on Academic Integrity and the Use of Gen AI Tools Version 1

Appendix B

LMETB Learner Declaration Statement of Use of Gen AI in Assessment[12]

I acknowledge that I have used a GenAI 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.**

Name and version of Gen AI Tool Used	e.g. ChatGPT 4.5
Purpose of Use	e.g. generating ideas, summarising background research, refining writing structure, checking grammar
Gen AI Prompt Used	
Extent of AI Influence	e.g. • AI-generated content was **not** copied word for word (verbatim) but used as inspiration for my own writing. • All arguments, analysis, and critical discussions are my original work. • AI-generated responses were fact-checked and appropriately referenced where necessary

Signature: [Your Name]

Date: [Date]

---

[12] 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

LMETB Guide for FET Learners on Academic Integrity and the Use of Gen AI Tools Version 1

Page |
15

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.

1. Your Name [Your Name]

2. Email address [Your email]

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

Yes ☐

No ☐

4. Date [date]