



**ABM Training Centre**

## **AI Usage Guidance Document**

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### **1. Introduction**

Artificial Intelligence (AI) is becoming increasingly prevalent in education and training. While AI tools such as ChatGPT, Grammarly, and paraphrasing software can be useful for research, idea generation, and improving writing, their use in assessments must be carefully managed to maintain academic integrity and ensure that all learner submissions reflect their own skills and understanding.

This document provides clear guidelines on the appropriate and ethical use of AI in assessments and outlines the consequences of misuse.

### **2. Permitted Use of AI in Learning**

Learners may use AI tools to support their studies in the following ways:

- **Research Assistance** – Using AI to generate ideas, explore topics, or summarise information can be helpful, but learners should always verify AI-generated information from credible sources.
- **Grammar and Style Enhancement** – Tools such as Grammarly may be used to improve spelling, punctuation, and grammar, provided they do not alter the substance of a learner's original work.
- **Drafting and Structuring Ideas** – AI may assist in brainstorming or organising ideas, but the final submission must be the learner's own work.

If AI has been used to support learning, it should be acknowledged appropriately, like any other source of assistance.

### **3. AI Use in Assessments: What is Not Allowed?**

The following AI-related activities are **not permitted** in assessments:

- **Submitting AI-generated work as your own** – Entirely AI-generated content that has not been critically engaged with will not be accepted as valid learner evidence.
- **Using AI to complete assignments without learner input** – If an AI tool writes a response with minimal or no input from the learner, this is considered malpractice.
- **AI-generated paraphrasing to disguise plagiarism** – Using AI to rewrite existing material without proper referencing is still plagiarism.
- **Automated answering of assessment questions** – Directly inputting assessment questions into an AI tool and copying the response is not acceptable.

#### 4. Detecting and Verifying AI Use

To ensure that assessments remain a valid measure of learner competence, assessors may:

- Use plagiarism detection tools that flag AI-generated content.
- Cross-check AI-generated text against known sources.
- Conduct viva-style assessments (eg: oral interviews), where learners discuss and explain their submitted work to confirm understanding.
- Require additional evidence such as drafts, handwritten notes, or supporting materials to demonstrate independent learning.

If AI use is suspected, learners may be asked to re-submit work with clarification or undergo an oral assessment to verify their knowledge.

#### 5. Consequences of AI Misuse

Failure to follow these guidelines may be considered academic misconduct and will be dealt with in accordance with the ILM's Malpractice Procedure. Potential consequences include:

- Resubmission of work with a declaration of authenticity.
- Marks being withheld or reduced for failure to demonstrate independent learning.
- Formal disciplinary action for repeated offences or serious breaches.

Our aim is not to discourage the use of AI entirely but to ensure that it is used ethically and responsibly in a way that supports learning rather than undermining it.

#### 6. Staff Responsibilities

Assessors and Internal Quality Assurers (IQAs) should:

- Be aware of AI capabilities and emerging trends to recognise misuse.
- Ensure learners understand the acceptable use of AI in assessments.
- Provide guidance on proper referencing if AI has been used as a research tool.
- Apply alternative assessment methods, such as professional discussions or direct observations, when authenticity is in doubt.

## 7. Summary: Key Takeaways

- AI may be used for research, grammar checks, and structuring ideas.
- AI must not be used to generate entire assessments or bypass independent learning.
- Assessors may verify understanding through oral discussions or additional evidence.
- Improper use of AI may result in reassessment or disciplinary action.

These guidelines ensures that AI is used responsibly while upholding the integrity of assessments. Learners and staff should familiarise themselves with these guidelines to avoid potential issues.

## Review of Policy

This policy will be reviewed every three years, or earlier, if necessary, to ensure it remains effective and aligned with the organisation's needs and culture.

Document Version History			
1.0	20/02/25	Liz King	First Draft