Artificial Intelligence (AI) Policy

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1. Introduction

Artificial Intelligence (AI) is a rapidly evolving technology that is being integrated into various sectors globally. As its use grows, LICQual UK acknowledges the potential for AI to bring efficiencies, improve decision-making, and enhance learning and assessment processes. However, as AI technology continues to develop, it is essential to balance its adoption with rigorous quality standards, compliance requirements, and ethical considerations.

At LICQual UK, we are committed to ensuring that the use of AI does not compromise academic integrity, transparency, or fairness in assessments. The guidelines below outline how AI should be managed, monitored, and employed in relation to our qualifications and assessment processes. These guidelines will evolve as our understanding of AI advances and as regulatory requirements change.

2. AI in Qualification Delivery

Currently, no qualifications offered by LICQual UK require learners to submit work that has been generated using AI products. Any direct use of AI without proper attribution will be considered as plagiarism. This includes, but is not limited to, using AI to generate ideas, text, or responses without clear citation or acknowledgment of AI's involvement. Plagiarism is defined as the submission of work that is not the learner's own, whether done intentionally or unintentionally.

The use of AI in assessment work, without appropriate reference or permission, will be viewed as a form of malpractice. It is the responsibility of Centres to take all reasonable steps to mitigate the risk of AI misuse and plagiarism.

3. Responsibilities of Centres

Centres play a key role in ensuring that AI is not misused in the completion of learner work. Below are steps and guidelines that Centres must follow to reduce the risk of AI-related malpractice:

> **Awareness and Communication:**
> Centres must ensure that students are fully aware that submitting AI-generated work, or work that misuses AI, constitutes malpractice. This message should be clearly communicated through student handbooks, assignment briefs, and other appropriate channels.

➢ **Authentication of Learner Work:**
Centres must implement mechanisms to ensure that learners submit work that is demonstrably their own. This may include requiring learners to sign a declaration (either wet or electronic) affirming that the work is original. Tutors and assessors should be vigilant and only accept work they are confident has been completed by the learner.

➢ **Investigation of Suspected AI Misuse:**
If there is any suspicion that AI has been used improperly, such as inconsistencies in writing style or unusual phrasing, Centres must investigate further. Appropriate actions must be taken according to the Centre's plagiarism and malpractice policy.

➢ **AI in Research:**
Learners are allowed to use AI tools for research purposes, provided they properly reference any sources generated by AI. However, the work itself—along with the reasoning and conclusions drawn—must remain the learner's own intellectual effort.

➢ **Staff Training:**
Centres should train tutors and assessors to identify and address AI misuse in learner work. This includes being able to recognize patterns of language or structure that may suggest the use of AI-generated content.

4. Monitoring and Preventative Measures

Centres should implement strategies to detect AI misuse at early stages. These could include:

➢ **Use of Plagiarism Detection Tools:**
Centres should utilize plagiarism detection software that can identify AI-generated content. These tools can help assess whether the work has been copied from AI sources or lacks original thought.

➢ **Early Assessments:**
Conducting early assignments or assessments at the beginning of a course can help Centres gauge the quality and style of a learner's work. This baseline assessment will make it easier to identify AI-generated content later on.

➢ **In-text Referencing and Reference Pages:**
Encourage learners to provide proper citations and reference pages in their work. This can help ensure that any AI-sourced information is clearly documented and not presented as the learner's own work.

5. Identifying AI Misuse in Learner Work

Tutors and assessors should look out for the following signs, which could indicate the use of AI in a learner's work:

- ➢ **Unusual Writing Quality:**
  Work that exhibits grammar and syntax far beyond the learner's typical abilities may be an indication that AI was used to enhance the content.

- ➢ **Inconsistent Style or Tone:**
  Sudden shifts in writing style, tone, or tense may signal the presence of AI-generated content.

- ➢ **Excessive Information or Irrelevant Details:**
  AI may sometimes generate excessive or off-topic information. This can be a sign that the work has been influenced by an AI tool.

- ➢ **Americanized Vocabulary:**
  Inconsistent use of language conventions, such as American spelling, could be a clue that AI tools have been used, as these systems may default to American English.

If these indicators are present, tutors should follow up with learners to confirm the authenticity of their work. Actions may include:

- ➢ Asking learners to explain or clarify certain parts of their work.

- ➢ Using innovative assessment formats to challenge the authenticity of the submission.

6. AI Usage Policy for Learners

To maintain academic integrity, it is essential that learners understand the boundaries of AI use in their work. The following points should be communicated clearly to learners:

- ➢ **AI as a Research Tool:**
  AI may be used for research purposes to gather information or generate ideas, but all AI-generated content must be properly referenced.

- ➢ **Original Work Requirement:**
  All work submitted for assessment must be the learner's own effort. Any use of AI to generate content or conclusions must be acknowledged and cited accordingly.

- ➢ **Potential Consequences of AI Misuse:**
  Learners should be made aware of the potential consequences of submitting AI-

generated work without proper attribution. This includes disciplinary action in line with the Centre's malpractice policies.

7. Compliance and Policy Review

LICQual UK will regularly review and update this AI policy to ensure that it remains aligned with technological advancements and regulatory requirements. Centres are encouraged to provide feedback and suggestions to help improve the policy's effectiveness. Ongoing training for staff and learners will be essential to ensure that AI is used ethically and responsibly within the context of qualifications and assessments.

While AI presents exciting possibilities for the education and assessment sectors, it is crucial that LICQual UK maintains rigorous standards to ensure fairness, transparency, and academic integrity. Centres are expected to take proactive steps to prevent AI misuse and support learners in understanding the ethical use of AI technologies.