

## Artificial Intelligence (AI) Policy for Learners

Guidance on the responsible use of AI tools

**CoreEd Limited**

Version 2.0 | Review Date: 31/07/2027

### 1. Purpose and Scope

This policy sets out CoreEd Limited's position on the use of artificial intelligence tools by learners. It gives clear guidance on what is and is not acceptable, to protect the integrity of assessment and to ensure that qualifications genuinely reflect a learner's own knowledge and skills.

AI tools are developing rapidly and are increasingly present in everyday life and in the workplace. CoreEd recognises that learners will encounter and use them, and seeks to ensure this happens in a way that supports rather than undermines genuine learning.

This policy applies to all learners on all CoreEd programmes, including apprenticeships, Functional Skills, diplomas, BTEC qualifications and commercial provision.

### 2. Definitions

|                                |                                                                                                                                                                                   |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Artificial intelligence</b> | Computer systems that perform tasks normally requiring human intelligence, such as generating text, answering questions, summarising information or producing images.             |
| <b>Generative AI</b>           | AI tools that produce new content, whether text, images, code or audio, in response to a prompt.                                                                                  |
| <b>AI-generated content</b>    | Any text, image, data or other material produced wholly or substantially by an AI tool rather than by the learner.                                                                |
| <b>Academic integrity</b>      | The commitment to honest and ethical conduct in all aspects of learning and assessment, producing work that is your own and that accurately represents your knowledge and skills. |
| <b>Malpractice</b>             | Any act of deception or dishonesty in the production or submission of assessed work, including the undisclosed use of AI tools.                                                   |
| <b>Assistive technology</b>    | A tool agreed as a reasonable adjustment to remove a barrier for a disabled learner. Some assistive tools use AI. Agreed assistive technology is not malpractice.                 |

### 3. Policy Statement

CoreEd is committed to ensuring that all assessed work submitted by learners is an honest and authentic representation of their own knowledge, skills and understanding. Using AI to produce or substantially contribute to assessed work without disclosure is malpractice and is dealt with under the Malpractice, Maladministration and Plagiarism Policy (P-009).

### Important

Using AI to write, generate or substantially produce any work submitted for assessment, without your tutor's prior knowledge and permission, is malpractice. This could result in your work being disqualified, your registration with the awarding organisation being suspended, or further disciplinary action.

## 4. What Is and Is Not Permitted

| Permitted                                                                      | Not permitted                                                                         |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Using AI to research and understand a topic                                    | Submitting AI-generated text as your own work                                         |
| Using AI to help structure or plan an assignment                               | Using AI to write answers to assessment questions on your behalf                      |
| Using AI to check grammar and spelling after you have written your work        | Copying and pasting AI responses into portfolios or written submissions               |
| Asking AI to explain a concept you are struggling with                         | Using AI to complete observation reports or reflective accounts that must be your own |
| Using AI as a starting point for ideas that you then develop in your own words | Fabricating evidence, competency records or workplace observations with AI assistance |
| Discussing AI-generated content with your tutor before using any of it         | Using AI during timed assessments or examinations unless explicitly permitted         |

**If you are unsure whether a particular use of AI is acceptable, speak to your tutor before using it. When in doubt, do not use it.**

## 5. AI as an Agreed Reasonable Adjustment

Some AI-powered tools, for example text-to-speech, speech-to-text or reading support software, may be agreed as a reasonable adjustment for a disabled learner or a learner with a learning difficulty.

Where such a tool has been agreed under the Reasonable Adjustment and Special Considerations Policy (P-016), its use is permitted and is not malpractice. The agreed arrangement is recorded, and the learner does not need to seek permission again each time they use it. Where an awarding organisation requires prior approval for an access arrangement, that approval is obtained before the tool is used in assessment.

A learner who believes an AI-based tool would remove a barrier for them should raise it with their tutor or the Learner Support Lead rather than use it undeclared.

## 6. Disclosure

If you have used any AI tool in preparing your work, even in a permitted way, you must declare it to your tutor. Explain which tool you used, for what purpose, and how any AI-generated content was used or adapted. Failure to disclose the use of AI may itself constitute malpractice, regardless of whether the use would otherwise have been acceptable.

This does not apply to assistive technology agreed under Section 5, which is already recorded.

## 7. Identifying Undisclosed Use

CoreEd and its awarding organisations may use detection tools and human assessment to identify content that may have been produced by AI without disclosure.

### **A detection tool result is never the sole basis for a decision**

AI detection tools are not reliable enough to be treated as proof. They are known to produce false positives, particularly for learners writing in a second language and for some neurodivergent learners. A detection result is treated as a prompt to look further, not as a finding.

Where a concern arises, the learner is told what the concern is and given a fair opportunity to respond and to demonstrate their understanding of the work, before any decision is made. The decision rests on the whole picture, including the learner's wider work and their ability to discuss what they submitted.

## 8. Learner Responsibilities

- read, understand and comply with this policy
- ensure that all work submitted for assessment is your own, unless a collaborative task has been agreed
- declare any use of AI tools in the preparation of work before submission
- do not use AI tools to complete, write or generate assessed work on your behalf
- do not share assessment briefs, questions or task details with AI tools in a way that could compromise the integrity of the assessment
- seek guidance from your tutor if you are unsure whether a particular use is acceptable
- understand that submitting AI-generated work as your own is dishonest and may have serious consequences for your qualification

## 9. Staff Responsibilities

- make learners aware of this policy at induction and throughout their programme
- give clear guidance on what is and is not acceptable for each specific assessment task
- design assessment tasks that, so far as possible, require learners to demonstrate personal knowledge and experience
- be alert to signs that work may have been produced with inappropriate AI assistance, and escalate concerns to the Quality Lead
- keep up to date with developments in AI tools and detection methods, and share practice with colleagues
- handle any disclosure of AI use fairly and sensitively, and in line with this policy
- distinguish agreed assistive technology from undeclared AI use before raising a concern

Staff use of AI to support teaching, assessment and internal quality assurance is governed by the Online Safety and Remote Learning Policy (P-036), the Staff Handbook (P-026) and the Continuing Professional Development Strategy (P-041).

## 10. Consequences of Misuse

A learner found to have used AI tools to produce assessed work without disclosure, or otherwise in breach of this policy, is dealt with under the Malpractice, Maladministration and Plagiarism Policy (P-009). Consequences may include:

- disqualification of the affected piece of work
- a requirement to resubmit or resit the assessment without AI assistance
- referral to the relevant awarding organisation, which may result in suspension of registration or withdrawal of certification
- action under the Apprentice Code of Conduct (P-018)

### Right of appeal

A learner may appeal against a finding of malpractice, or against an assessment decision affected by it, under the Appeals Policy and Procedure (P-040). Where the learner is dissatisfied with how the matter was handled rather than with the decision itself, the Complaints Procedure (P-004) applies.

## 11. AI, Safeguarding and Data Protection

AI tools can generate inaccurate, biased or harmful content. Always evaluate any output critically and never rely on it as a sole or authoritative source.

Do not input sensitive personal data, confidential workplace information, patient or client details, or any information that could identify another person into an AI tool. Doing so may breach the Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025, as well as your employer's own policies. This applies with particular force to learners on pharmacy programmes, where patient information is involved.

If you encounter harmful, offensive or distressing content while using an AI tool, report it to your tutor immediately. Where the content involves a safeguarding matter, including AI-generated indecent images or deepfake content, it is reported to the Senior DSL in line with the Safeguarding Policy (P-013) and the Online Safety and Remote Learning Policy (P-036).

## 12. Monitoring, Review and Evaluation

The Quality Lead monitors the operation of this policy, including the number of AI disclosures received, concerns raised and their outcomes, and any theme suggesting a need to change assessment design. Findings are reported to the Director and CEO and feed into the self-assessment process.

This policy is reviewed at least annually, or sooner where there are significant changes to AI technology, awarding organisation requirements or relevant legislation. A copy is available to all staff and learners via SharePoint and is published on the CoreEd website.

## 13. Associated Documentation

- Assessment Policy (P-002)
- Complaints Procedure (P-004)
- GDPR and Privacy Policy (P-007)
- IQA Strategy (P-008)
- Malpractice, Maladministration and Plagiarism Policy (P-009)
- General Data Protection Policy and Procedure (P-012)
- Safeguarding Policy (P-013)
- Reasonable Adjustment and Special Considerations Policy (P-016)
- Apprentice Code of Conduct (P-018)
- Online Safety and Remote Learning Policy (P-036)
- Appeals Policy and Procedure (P-040)

- Awarding organisation regulations and guidance

**CoreEd Limited is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**Policy owner:** Director and CEO

**Date of review:** 31/07/2026    **Next review:** 31/07/2027