



Assessment, AI and Quality Assurance Policy

POLICY STATEMENT

Integer Training is committed to ensuring that all assessments are fair, valid, and reliable in line with national standards, Awarding Organisation requirements, and applicable Codes of Practice. We recognise that artificial intelligence (AI) is now an integral part of the educational landscape and the health and social care sector. This policy provides a framework for the safe, ethical, and effective use of AI to enhance teaching, learning, and assessment, whilst maintaining the integrity and authenticity of learner achievement.

Our approach is grounded in the principle that authentic assessment remains central to our practice. Assessments must require learners to draw on their own professional experience and demonstrate genuine competence in health and social care practice. AI is a tool to support this process, not to replace professional judgment or authentic demonstration of knowledge and skills.

SECTION 1: GENERAL SCOPE AND PRINCIPLES

PURPOSE OF ASSESSMENT

Assessment is a vital part of encouraging and measuring educational progression. At Integer, we recognise that good assessment should be timely, dependable, and support educational goals. We utilise collaboration with assessment agencies and technologies to support quality and make effective use of resources.

Assessments should be challenging yet attainable, of value to stakeholders, and promote inclusion and equity. They should adhere to fair and transparent processes to ensure authenticity and fairness to all learners. Assessments must be grounded in authentic practice. Learners are expected to provide genuine examples from their own workplace experience, demonstrating their ability to apply knowledge and skills in real-world health and social care contexts.

SCOPE

This assessment policy applies where Integer has full assessment responsibility. Where external assessments are mandated, the policies and practices of the Awarding Organisation or professional body must also be followed.

This commitment to authentic assessment applies equally to learners with SEND and other additional needs. Integer recognises that some learners may require reasonable adjustments to demonstrate their competence such as alternative assessment formats, extended time, or use of assistive technology. These adjustments do not compromise the authenticity or rigour of assessment; rather, they ensure that assessment measures what the learner actually knows and can do, rather than being a test of their disability or access need. AI tools may be used as assistive technology to support SEND learners' participation in assessment with Integer agreement, and this use will not be treated as academic misconduct.

STATEMENT OF PRINCIPLES

Assessment of individual learning will:

- Be fair, valid, and reliable, taking account of Awarding Organisation and Integer guidelines and procedures.
- Provide a range of assessment opportunities that do not disadvantage any learner or group of learners.
- Be conducted in such a manner as to minimise the impact upon the learner's daily routine.
- Ensure that formative assessment plays a positive role in the learning experience.
- Ensure that the purposes of assessment are clearly explained.
- Use varied assessment practices which promote learning on an individual basis and are accessible to all learners.
- Ensure that learners are encouraged to develop their literacy, language, and numeracy needs whilst on programme.
- Ensure that learners develop digital competency and knowledge of safe digital usage.
- Meet the individual needs of each learner and be free from discrimination or bias.
- Provide positive experiences for learners through diverse assessment activities.
- Provide assessments which only measure what they are intended to measure.
- Provide effective and timely support for learners before and during assessment.
- Ensure that all assessments allow learners to receive effective feedback, which is appropriate to their learning programme and supports the development of individual learning. Feedback must be individualised and reflect the learner's specific needs, progress, and areas for development.

- Ensure that all assessments provide learners with the opportunity to reflect on their learning through the identification of their strengths and development needs.
- Ensure that all achievements, past and present, are recognised.
- Take account of safeguarding, health and safety, and learner wellbeing at all times.
- Be adaptable to meet the challenges of the evolving AI landscape and the sophisticated use of AI by learners and staff.

For learners with SEND, undiagnosed neurodivergence, or other additional needs, assessments will be designed or adjusted to ensure they can demonstrate their knowledge, skills, and competence without their disability or access need being a barrier to achievement. Universal Design principles will be applied to assessment design, ensuring materials and processes are accessible to all learners from the outset."

INDIVIDUALISED SUPPORT AND FEEDBACK

Integer is funded to provide individualised support to learners. This principle is central to our approach to assessment and feedback. All feedback provided by tutors must:

- Be specific to the individual learner's work, progress, and context.
- Acknowledge the learner's strengths and areas for development.
- Provide clear, actionable guidance for improvement.
- Reflect consideration of the learner's individual circumstances, learning needs, and any adjustments or adaptations required.
- Be proportionate to the learner's level and stage of the programme.

Feedback is a critical component of the learning process and must always be delivered by the tutor, informed by their professional expertise and understanding of the individual learner.

For learners with SEND or additional needs, individualised feedback is particularly important. Feedback should be tailored not only to the learner's academic progress but also to their individual circumstances, including any barriers they face and the adjustments they receive. Tutors should consider how feedback is delivered; for example, some SEND learners may benefit from feedback in alternative formats (e.g., audio, visual, simplified text), delivered verbally, or delivered in smaller chunks. Feedback should acknowledge the learner's strengths and efforts, build confidence, and provide clear, actionable steps for improvement.

RESPONSIBILITIES AND DUTIES

All staff have a responsibility to support the successful implementation of the Assessment Policy.

The Senior Management Team takes overall responsibility for setting and agreeing actions to ensure the policy is implemented.

Quality procedures, external inspections, company self-assessment processes, Learner Experience Surveys, and assessor observations will have an impact on the Assessment Policy.

STANDARDISATION AND GOOD PRACTICE

- All delivery staff should attend a minimum of four standardisation meetings per year to ensure that there is consistency across the assessment and quality assurance teams.
- Monthly team meetings should underpin and support standardised assessment processes and include topical issues, including the appropriate use of AI in assessment and feedback.
- Good practice will be shared across the team both formally and informally.
- Trainers, Assessors, and Internal Quality Assurers (IQAs) will receive regular guidance and developmental opportunities based upon their individual needs, including training on the ethical and effective use of AI.
- Tutors must use centralised and standardised resources where provided by Integer.
- Delivery staff must undertake a minimum of 20 hours Continuing Professional Development (CPD) in their sector specialism per annum as per national guidelines for best practice. Additional CPD is required to retain safeguarding, systems, and quality currency. Staff will receive training on the responsible use of AI in education, including understanding AI's capabilities and limitations, recognising bias, and applying the principles of this policy.

COMPLETED PORTFOLIOS

On completion of an e-portfolio, learner evidence remains on the e-portfolio system used for the qualification but will be archived. Centre managers can grant access.

On completion of a paper-based portfolio, learners' evidence will be retained by Integer until final verification by the Awarding Organisation is complete and certification issued. Copies of work may be retained by Integer for quality assurance purposes.

PART 2: ARTIFICIAL INTELLIGENCE AND ACADEMIC INTEGRITY

INTRODUCTION

At Integer, we recognise that artificial intelligence (AI) is transforming education, the workplace, and society. Generative AI tools such as ChatGPT, Google Gemini, and Microsoft Copilot can be valuable resources for learning and professional practice. However, their misuse, such as submitting AI-generated content without genuine engagement or critical evaluation, undermines the purpose of assessment and compromises learner achievement and ultimately safe practices in the workplace.

Authentic assessment remains a priority. Learners are expected to draw on their own professional experience and demonstrate genuine competence in health and social care practice. Assessments which rely on generic, AI-generated content without authentic examples from the learner's own practice will not meet the requirements of the qualification and will be returned for resubmission.

This section of the policy provides clear guidance on the appropriate use of AI by both learners and staff, ensuring that AI enhances learning and professional practice whilst maintaining the integrity and authenticity of assessment.

SECTION A: GUIDANCE FOR LEARNERS

PRINCIPLES FOR LEARNER USE OF AI

Authenticity of Work

Learners are expected to submit work that is their own and reflects their individual understanding, professional experience, and effort. Assessments must include authentic examples from the learner's own workplace practice. Generic, AI-generated content that does not demonstrate genuine engagement with the learner's own experience will be treated as a breach of academic integrity.

Appropriate Use of AI

Learners may use AI tools to support their learning and professional development in the following ways:

- Brainstorming and idea generation: Using AI to explore ideas, generate discussion points, or consider different perspectives on a health and social care topic.
- Research support: Using AI to find initial sources, summarise information, or understand complex concepts.
- Language and presentation support: Using AI to check grammar, improve clarity, or refine the structure of written work.
- Reflection and analysis: Using AI to prompt reflection on practice or to help structure analytical thinking.

However, the final submission must demonstrate the learner's own critical thinking, analysis, and synthesis of ideas. The learner must be able to explain and defend their work.

For learners with SEND or additional needs, AI tools may be used as assistive technology to support their learning and assessment. This includes, for example: using speech-to-text software to support writing, using text-to-speech software to support reading, using AI-powered mind mapping or organisational tools to support executive function, or using AI to help structure or organise thoughts. Use of AI as assistive technology is not considered academic misconduct and will not be penalised. Learners using AI as assistive technology should be supported to use it effectively and should be prepared to explain how they have used it to support their learning. The SEND Coordinator should be consulted when determining whether AI use constitutes legitimate assistive technology or inappropriate use of AI to bypass learning.

Unacceptable Use of AI

The following uses of AI constitute academic misconduct:

- Submitting AI-generated content as the learner's own work without significant modification or critical engagement.
- Using AI to complete assessments that are designed to test the learner's own knowledge, skills, or professional competence.
- Submitting generic, AI-generated examples that do not reflect the learner's own workplace practice or professional context.
- Using AI to bypass the learning process or avoid genuine engagement with the subject matter.

ASSESSMENT CATEGORIES AND AI USE

Integer uses a tiered approach to clarify when and how AI can be used in different assessments:

Category 1: Authentic Practice-Based Assessment (No AI Permitted)

These assessments require learners to demonstrate their own knowledge, skills, and professional competence based on their workplace experience. AI-generated content is not appropriate.

Examples:

- Case studies based on the learner's own clients or service users (with appropriate confidentiality).
- Reflective accounts of the learner's own practice and professional development.
- Practical demonstrations or observations in the workplace.
- Vivas or oral assessments where the learner discusses their own experience.

Learner Responsibility: Learners must ensure that all work submitted in this category is their own and based on their authentic professional experience. If AI is used to support brainstorming or research, the final work must be substantially the learner's own.

Learners with SEND or additional needs may use AI as assistive technology within Category 1 assessments, provided the use is legitimate and does not bypass the core learning outcome. For example, a learner with dyslexia may use speech-to-text software to compose a reflective account, or a learner with ADHD may use an AI-powered organisational tool to structure their case study. In such cases, the learner's authentic professional experience and critical thinking remain the focus of assessment; the AI tool simply provides accessibility support. The SEND Coordinator and tutor should discuss and agree on appropriate assistive technology use before the assessment begins

Category 2: Research and Analysis (AI-Assisted)

These assessments allow learners to use AI as a research and analytical tool, provided that the final work demonstrates the learner's own critical thinking and analysis.

Examples:

- Literature reviews or research assignments where AI is used to find and summarise sources, but the learner's own analysis and synthesis are evident.
- Assignments requiring the learner to evaluate different perspectives, where AI is used to explore viewpoints, but the learner's own evaluation is clear.
- Problem-solving tasks where AI is used to explore options, but the learner's own reasoning and decision-making are demonstrated.

Learner Responsibility: Learners should be transparent about how they have used AI. If AI has been used to support research or analysis, the learner should be prepared to explain their own thinking and how they have evaluated or adapted AI-generated content.

Category 3: Skill Development (AI-Encouraged)

These assessments are specifically designed to develop learners' ability to use AI effectively and critically. Learners are actively encouraged to use AI as part of the assessment task.

Examples:

- Assignments where learners are asked to use AI to generate initial ideas and then critically evaluate and adapt them for their own context.
- Tasks where learners use AI to support professional communication or documentation, demonstrating their ability to use AI as a workplace tool.
- Projects where learners are assessed on their ability to use AI to enhance their own professional practice.

Learner Responsibility: Learners should demonstrate their ability to use AI critically and effectively, showing how they have evaluated, adapted, and applied AI-generated content to their own professional context.

DETECTION AND MONITORING

Integer may use a range of methods to monitor the authenticity of learner work, including:

- Plagiarism detection software to check for unattributed sources and to identify patterns that may indicate AI use.
- AI detection tools (such as Lexile analysis or other software) as one indicator among many. However, Integer recognises that AI detection tools are not conclusive and can generate false positives. Detection tools will be used to prompt further investigation, not as definitive proof of misconduct.
- Professional judgment: Tutors will use their professional expertise to assess whether work is authentic and demonstrates genuine learner engagement. This includes considering the learner's prior work, their ability to discuss and defend their submission, and whether the work aligns with their known capabilities and experience.
- Vivas, professional discussion and oral assessment: Where there is uncertainty about the authenticity of written work, tutors may conduct a viva or oral assessment to verify the learner's understanding and engagement.

Integer recognises that some learners may use AI legitimately as part of their learning process. Detection tools are not used punitively but to support quality assurance and to ensure that assessments remain a true reflection of learner achievement.

This is particularly important for learners with SEND. Learners using assistive technology (such as speech-to-text, AI-powered writing support, or AI-powered organisational tools) may trigger AI detection tools, even though their use is legitimate and has been agreed as a reasonable adjustment. Therefore, before any investigation into potential misconduct is initiated, the tutor and SEND Coordinator should review whether the learner is using approved assistive technology. If the learner is using legitimate assistive technology, no further investigation is needed. If there is uncertainty about whether AI use constitutes assistive technology or misconduct, the learner should be given the benefit of the doubt and the matter should be discussed supportively with the learner and SEND Coordinator.

CONSEQUENCES OF MISCONDUCT

Submitting work that is not the learner's own, including work that is substantially AI-generated without genuine engagement or authentic professional examples, will be treated as academic misconduct and an act of deliberate fraud.

First Instance: The learner will be required to resubmit the assessment. The learner will meet with their tutor to discuss the issue and to receive support and guidance on appropriate use of AI.

Repeated Instances: Further action may be implemented, which may include removal from the programme, in line with Integer's disciplinary procedures.

EDUCATION AND SUPPORT

Integer is committed to supporting learners to use AI responsibly and ethically. All learners will receive:

- Induction guidance on the appropriate use of AI in their studies and professional practice.
- Clear assessment briefs that specify whether and how AI can be used for each assessment.
- Workshops and resources on AI literacy, including understanding AI's capabilities and limitations, recognising bias, and using AI critically and creatively.
- Ongoing support from tutors on how to integrate AI into their learning in ways that enhance, rather than undermine, their professional development.
- Specific guidance for learners with SEND on how AI tools can be used as assistive technology, and how to distinguish between assistive technology use and inappropriate AI use. This guidance will be provided in accessible formats and with support from the SEND Coordinator as needed

SECTION B: GUIDANCE FOR STAFF

PRINCIPLES FOR STAFF USE OF AI

At Integer, we recognise the potential of artificial intelligence to enhance teaching, learning, and administrative processes. Tutors are encouraged to utilise AI and other technologies to create high-quality resources, streamline workflows, and support their professional practice. However, when it comes to the assessment of learner work and the provision of feedback, it is essential that these processes remain authentic, personalised, and directly reflective of the tutor's professional judgement.

APPROVED AI TOOLS

Integer subscribes to the Google Business Suite, which includes Google Workspace tools such as Google Docs, Sheets, and Gmail. Staff and learners may use these tools, along with other Google products such as Google Gemini, for educational purposes.

Additional tools may be used, provided they are:

- Approved by the Integer management team.
- Compliant with data protection legislation and Integer's data protection policies.
- Appropriate for the educational context and learner age group.

A list of approved tools will be maintained and regularly updated by the management and Governance team. Staff should check this list before using any new AI tool.

Entering Integer-owned resources or learner data into any AI outside of the business Google ecosystem is prohibited and will be treated as malpractice.

RESOURCE CREATION AND WORKFLOW SUPPORT

Tutors are encouraged to use AI tools to assist in the creation of teaching materials, lesson plans, and other resources. AI can also be used to streamline administrative tasks, such as organising data, scheduling, or drafting communications. These applications can save time and enhance efficiency, allowing tutors to focus more on direct engagement with learners.

Examples of appropriate use:

- Using AI to generate initial ideas for lesson plans or activities, which the tutor then adapts and refines.
- Using AI to create draft learning resources, which the tutor reviews, edits, and contextualises for their learners.
- Using AI to summarise or organise learner data or feedback for quality assurance purposes.
- Using AI to draft communications to learners or parents, which the tutor personalises and approves before sending.

Responsibility: The tutor remains responsible for the quality and appropriateness of all resources and communications. Any AI-generated content must be reviewed, edited, and approved by the tutor to ensure it is accurate, appropriate, and aligned with Integer's curriculum and values.

ASSESSMENT AND FEEDBACK

The assessment of learner work and the provision of feedback must be carried out by the tutor themselves, informed by their professional expertise and understanding of the individual learner. Feedback must be individualised and reflect the learner's specific needs, progress, and areas for development.

For learners with SEND or additional needs, tutors should consider how feedback is delivered and ensure it is accessible. This may include: providing feedback in alternative formats (e.g., audio, visual, simplified text), delivering feedback verbally rather than in writing, breaking feedback into smaller, more manageable chunks, or using visual supports. Tutors may use AI tools to help structure or format feedback (e.g., to create a visual summary or to simplify complex feedback), provided the final feedback is reviewed and personalised by the tutor to ensure it is appropriate and accessible for the individual learner. Tutors should work with the SEND Coordinator to ensure feedback is delivered in a way that the learner can understand and act upon.

Tutors may use AI to support the feedback process in the following ways:

- Drafting initial feedback: Using AI to generate an initial draft of feedback, which the tutor then reviews, personalises, and adapts to reflect the individual learner's needs and context.
- Identifying patterns: Using AI to help identify patterns in learner work or common areas for development across a cohort.
- Structuring feedback: Using AI to help structure feedback in a clear, accessible format.

However, the final feedback must be:

- Reviewed and personalised by the tutor to ensure it is accurate, constructive, and tailored to the individual learner.
- Reflective of the tutor's professional judgment about the learner's progress, strengths, and areas for development.
- Aligned with Integer's commitment to individualised support, acknowledging the learner's specific circumstances, learning needs, and any adjustments or adaptations required.

Tutors must not:

- Submit AI-generated feedback without review and personalisation.
- Use AI to make final assessment judgments or decisions about learner grades.
- Rely on AI to replace their professional expertise and understanding of the individual learner.
- Use generic and repetitive feedback across learner work.

MAINTAINING PROFESSIONAL INTEGRITY

The use of AI in assessment and feedback risks undermining the trust and rapport between tutors and learners. Tutors are expected to uphold the highest standards of professional integrity by ensuring that their assessments and feedback are authentic, fair, and directly informed by their expertise.

Tutors should be transparent about their use of AI in any aspect of their work. If AI tools are used to support resource creation or workflow efficiency, this should be clearly communicated to relevant stakeholders (e.g., line managers, Quality Assurance Manager). However, tutors must take full responsibility for the assessment of work and the feedback provided to learners.

CONTINUOUS PROFESSIONAL DEVELOPMENT

Integer will provide training and support to tutors on the ethical and effective use of AI in education. This includes:

- Guidance on how to integrate AI tools into resource creation and workflow management whilst maintaining the integrity of assessment and feedback processes.
- Understanding AI's capabilities and limitations, including recognising bias and hallucination.
- Practical training on approved AI tools and how to use them effectively.
- Ethical considerations around AI use in education, including data protection, safeguarding, and academic integrity.
- Training on how to support SEND learners' use of AI as assistive technology, including how to distinguish between assistive technology and inappropriate AI use, and how to provide feedback and assessment that is accessible for learners using assistive technology.

All tutors are expected to engage with this training and to apply the principles of this policy in their professional practice.

SECTION C: DATA PROTECTION AND SAFEGUARDING

DATA PRIVACY

It is important to be aware of the data privacy implications when using generative AI tools.

Personal data must be protected in accordance with data protection legislation. Under no circumstances should any personal, sensitive, or confidential data relating to learners, staff, or Integer be entered into public generative AI tools or tools that are not approved by Integer.

Personal data includes:

- Learner names, dates of birth, or contact details.
- Information about learner health, disabilities, or personal circumstances.
- Client or service user information (in the context of health and social care practice).
- Staff personal information.
- Any other information that could allow an individual to be identified.

If it is strictly necessary to use personal data in approved AI tools within a setting (for example, within Google Workspace for legitimate educational purposes), the institution must ensure that all steps are taken to protect the data and that the use complies with:

- Data protection legislation.
- Integer's data privacy policies.
- The terms and conditions of the AI tool.
- Ensuring individual SEND diagnosis or support needs remain confidential.

Staff and learners must:

- Be open and transparent about any use of personal data in AI tools.
- Seek agreement from relevant data subjects (learners, parents, or guardians) before using their personal data in an AI tool.
- Ensure that personal data is anonymised or pseudonymised where possible.
- Understand that their personal data may be used to train or improve AI models (depending on the tool's terms and conditions).

SAFEGUARDING

Integer is committed to keeping learners and staff members safe. The use of AI tools must not compromise safeguarding or online safety.

Staff and learners must:

- Be aware of the risks associated with AI, including the potential for deepfakes, scams, and misinformation.
- Report any concerns about the use of AI or any inappropriate content generated by AI tools to the Designated Safeguarding Lead.
- Follow Integer's safeguarding policies and procedures when using AI tools.

Integer will:

- Ensure that any AI tools used with learners have appropriate safety features, including content filtering and monitoring.
- Provide guidance to learners on online safety in the context of AI use.
- Review and update safeguarding policies and procedures to reflect emerging risks associated with AI.

APPROVED TOOLS AND GOVERNANCE

Integer maintains a list of approved AI tools that have been vetted for compliance with data protection, safeguarding, and educational quality standards. Only approved tools may be used for educational purposes.

The management and Governance team is responsible for:

- Vetting new AI tools for compliance with data protection and safeguarding requirements.
- Maintaining and regularly updating the list of approved tools.
- Providing guidance to staff and learners on the use of approved tools.
- Reviewing the performance and appropriateness of approved tools on an ongoing basis.

Staff or learners wishing to use a new AI tool should:

- Submit a request to the Quality Manager, including information about the tool, its intended use, and any data protection or safeguarding concerns.
- Await approval before using the tool.

ACCOUNTABILITY AND CONTESTABILITY

Integer remains accountable for all decisions, even those assisted by AI. Learners and staff have the right to contest any decision made with the assistance of AI and will be provided with a clear process to do so.

Learners have the right to:

- Request an explanation of how an AI tool was used in any assessment or feedback decision.
- Contest an assessment decision if they believe an AI tool has been used unfairly or has produced an inaccurate result.
- Request that their work be reassessed by a tutor without the use of AI tools.

The process for contesting an AI-assisted decision:

- Learners should raise their concern with their tutor in the first instance.
- If the concern is not resolved, the learner should escalate to the Quality Assurance team or **Senior Management**.
- A senior member of staff will review the decision and the role of AI in that decision.
- The learner will be provided with a clear explanation and, if appropriate, the decision will be reviewed or overturned.

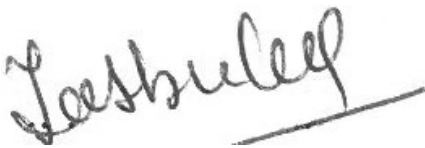
SECTION D: CONTINUOUS REVIEW

As AI technologies evolve, Integer will regularly review and update this policy to ensure it remains relevant and effective in addressing emerging challenges and opportunities. The policy will be reviewed annually, or sooner if significant changes in AI technology or educational practice warrant a review. During each review, the policy will be evaluated for its impact on learners with SEND and other additional needs, and the SEND Coordinator will be consulted to ensure the policy continues to support inclusion and accessibility

RELATED POLICIES

- Appeals Policy
- Plagiarism Policy
- Data Protection Policy
- Safeguarding Policy
- Online Safety Policy

Declaration: I will review and revise this policy as necessary and at regular intervals:



Signature of Jasbir Behal, Managing Director, Integer Training Ltd

Date 13 January 2026

Version No: AAIQA26011301 Review date: 14/01/2027

APPENDIX: GUIDANCE FOR ASSESSORS

Quick Reference: AI Use in Assessment

Assessment Type	AI Use	Learner Responsibility	Assessor Approach
Authentic Practice-Based (e.g., case studies from own practice, reflective accounts)	Not permitted	Ensure all work is based on own professional experience and genuine engagement.	Verify authenticity through viva or discussion. Look for specific, contextualised examples.
Research & Analysis (e.g., literature reviews, evaluations)	AI-Assisted	Use AI for research support, but demonstrate own critical thinking and analysis. Be prepared to explain own reasoning.	Check that analysis and conclusions are the learner's own. Use professional judgment to assess authenticity.
Skills Development (e.g., using AI as a workplace tool)	AI-Encouraged	Demonstrate ability to use AI critically and effectively. Show how you have evaluated and adapted AI output for your context.	Assess the learner's ability to use AI critically, not just their ability to use the tool.

Tips for Assessors

1. Know your learner: Authentic assessment is easier to recognise when you know the learner's typical standard of work, their professional context, and their capabilities.
2. Use professional judgment: Detection tools are helpful, but your professional judgment is more important. Does the work sound like the learner? Does it reflect their experience and understanding?
3. Conduct vivas: If you are uncertain about authenticity, conduct a viva or oral assessment. Ask the learner to explain their work, discuss their thinking, and answer questions about their professional practice.
4. Provide support: If a learner has submitted work that appears to be AI-generated, don't assume misconduct. Discuss it with them, understand their circumstances, and provide guidance on appropriate use of AI.
5. Celebrate authentic work: Recognise and celebrate learners who submit authentic, well-reasoned work that draws on their own professional experience. This reinforces the value of genuine learning and professional development.

Additional Considerations for SEND Learners

When assessing learners with SEND or additional needs, assessors should:

1. **Be aware of assistive technology:** If a learner is using approved assistive technology (such as speech-to-text, text-to-speech, or AI-powered organisational tools), this should not be treated as academic misconduct. The learner's authentic knowledge and skills remain the focus of assessment.
2. **Recognise that detection tools may flag assistive technology:** AI detection tools may flag work produced using assistive technology, even though the use is legitimate. Before investigating potential misconduct, check with the SEND Coordinator to confirm whether the learner is using approved assistive technology.
3. **Provide accessible feedback:** Ensure feedback is delivered in a format the learner can understand and act upon. This may include alternative formats, verbal delivery, or simplified language. Consult the learner's support plan and the SEND Coordinator for guidance.
4. **Consider alternative assessment formats:** For learners with SEND, alternative assessment formats may be more appropriate than traditional written assessments. For example, a learner with severe dyslexia might demonstrate their knowledge through a viva, a portfolio of workplace observations, or a recorded reflection. These alternatives should be agreed in advance and should still measure the same learning outcomes.
5. **Build confidence:** Learners with SEND often have experienced failure in education. Feedback should acknowledge their strengths, celebrate their efforts, and build confidence alongside identifying areas for improvement.
6. **Consult the SEND Coordinator:** If you are uncertain about how to assess a learner with SEND, or how to apply this policy to a particular learner, consult the SEND Coordinator. They can provide guidance on reasonable adjustments, assistive technology, and assessment approaches."