Using AI in Apprenticeship Assessment & Learning

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1.   Purpose

This document gives advice and guidance relating to the use of Generative Artificial Intelligence (AI) in learning and assessment on QA Apprenticeships England programmes.   This covers all apprentices studying on programmes from Level 3 to Level 7. Some standards/programmes may have specific additional requirements relating to this (e.g. for those studying a degree apprenticeship, where a University Partner's Academic Misconduct regulations also apply) and any guidance provided here does not supersede other policies that apply. Your individual employer may also have specific guidance on the use of Generative AI that should be adhered to.

The intention of this Policy is to ensure that all apprentices are informed of how to use Generative AI within an apprenticeship, and specifically in terms of assessment, in a responsible manner.

2.   What is Generative AI?

Generative AI is a broad term that is commonly used to describe AI that can be used to create text, images, video, audio, code or synthetic data ([Rouse, 2023](#)). The term AI is used in this context through the rest of this document to refer to Generative AI tools.

2.1.   What are Generative AI Tools

There are a range of tools openly available, or available under licence, that provide user friendly means of interacting with Generative AI technologies. These include, but are not limited to:
- Generalist
  - [ChatGPT](#)
  - [Gemini](#)
  - [Copilot](#)
- Text/ Grammar Checkers
  - [Grammarly](#)
  - [Quillbot](#)
- Images
  - [Dall-E2](#)
- Video
  - [Sora](#)
- Coding
  - [GitHub Copilot](#)
- …

AI is rapidly evolving with new tools frequently becoming available, so it is important that you understand what you are using, and the underlying technologies behind them. While it can often be clear when AI has been used to generate content (e.g. when a prompt has been entered into

ChatGPT) some other tools may utilise AI in ways that you may not realise (e.g. Grammarly utilising AI to suggest alternate phrasings of work).

The use of Generative AI Tools is **not** prohibited; however, it is important that they are used responsibly and in line with any regulations or guidelines provided.

2.2.   AI Tools in Taught Sessions

As generative AI tools continue to develop, new use cases may emerge where a learner may potentially use these in connection with their studies. An example of this is the use of AI note taking meeting tools (e.g. Otter.ai) which utilise an AI generated participant (bot) connected to the live session. These should not be used for taught sessions as they may capture information about other learners that has not been approved to be shared with a third-party tool and the recording of sessions without consent is prohibited and doing so is a violation of this policy and QA In Learning Code of Conduct. Only those tools explicitly approved for use by QA (if any) should be used within your taught sessions.

3.   AI and Apprenticeship Assessments

3.1.   Assessment Integrity

All apprentices are expected to act with integrity - a commitment to ethical, honest and fair practice - in their study. This means that the work that you submit for any activities/assessments must be your own. Any part of work that is created by others, including AI generated content, must be fully acknowledged and referenced. It is good practice to treat any response generated through AI as a potentially unreliable source, so you should verify the accuracy of any information provided (for example by finding other corroborating good quality sources – see the QA Quick Guide to Evaluating Sources and Reading Critically for more information on this).

AI tools might, for example, be used to assist with generating ideas, researching topics, or planning a piece of work, ensuring that any elements that are AI generated (such as an image or data set) included in assessments are referenced appropriately.

3.2.   Conducting Assessments

When preparing work for your apprenticeship programme you should ensure at all times that you are accurately representing who created it. All work that you submit is assumed to be presented as your own, i.e. created entirely by you, unless otherwise stated. Failing to declare where parts or the whole of work submitted has been created by someone or something else could be classed as Academic or Assessment Misconduct, where the penalty or consequence may vary by programme depending on the specific regulations in place.

Submitting work for End Point Assessment (EPA) that is represented as your own, but has been generated by Generative AI tools and not appropriately referenced could result in the failure of that assessment.

Guidance from the Institute for Apprenticeships and Technical Education on End Point Assessments states that:

- "where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. **AI must not be used to produce the report or portfolio**
- where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio
- EPA must be carried out in accordance with the EPA plan and any project reports, presentations, artefacts etc must be the apprentice's own work"

([https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-an-end-point-assessment-plan/,](https://www.instituteforapprenticeships.org/developing-new-apprenticeships/developing-an-end-point-assessment-plan/) 28/4/2024)

3.3. Referencing AI Generated Content

You should refer to the guidance for your programme for any specific referencing style requirements and identify the detail for how to reference AI generated elements of work. This could, for example, include instructions on how to detail the prompts or means through which the content has been created, and the tool that created it. An example using the Harvard referencing style can be found in the QA Apprenticeships Harvard Referencing Guide - Page 31.

If in doubt, please discuss appropriate means of referencing AI generated content with your Digital Learning Consultant/Skills Coach and they can direct you towards further appropriate support.

3.4. Detection of AI Generated Content

There are several tools available that assessors may use in the detection of AI content for submitted assessments. These provide an indication of the likelihood that work submitted contains AI generated content. These tools may not always be available for you to trial with your assessments so you should always be satisfied that any work you submit accurately represents where it has come from.

An example tool that could be used includes the Turnitin AI detector.

4. Intellectual Property & Data Privacy

When using any generative AI tools, you should be sure to review all relevant policies regarding Intellectual Property (IP) & Data Privacy. Some tools may incorporate any submitted

information or documents into their wider model, meaning that this could be used in answers for other users, or otherwise be retained by a third party. An employer may subscribe to enterprise level accounts for their employees to provide protection for data submitted, but this will vary between organisations and should not be taken as an assumption. Please ensure that you follow all appropriate rules and guidelines for your organisation to ensure that you protect any sensitive information.

5. Breach of Policy

Learners found to be in breach of this policy will be subject to potential penalties as per the QA Disciplinary or Appeals policy and/or connected organisation policies (e.g. University Partner Academic Misconduct policies for degree apprentices) as appropriate.

Our commitment to learners is that QA will be transparent regarding any use of AI within our practice or content.