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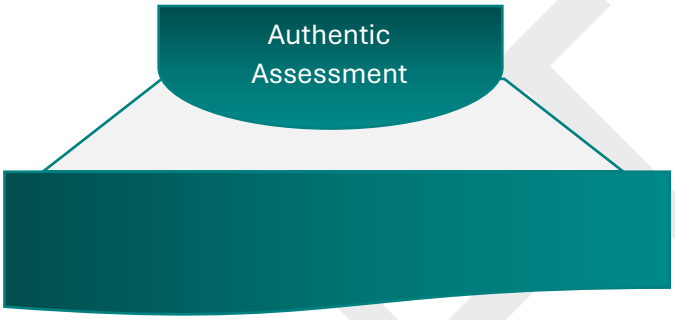

Procedure for Safeguarding the Authenticity of Further Education (FE) Assessments in WWETB. (Draft 1.0)

Including the use of Artificial Intelligence technology (AI).

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1. Introduction

Assessment is a key element of the formal learning process. It enables the stakeholders in learning to:

- Establish the extent of learning that has taken place for each learner.
- Confirm that programme goals and key learning outcomes have been met.
- Certify proficiency and confirm if the learner is ready for their next stage.

While Assessment is a key part of the formal learning process, integrity and ***authenticity*** are critical parts of the assessment process. It is imperative that the assessment process reflects a reliable mechanism which confirms that knowledge, skills and competencies have been acquired. The integrity of an assessment process is at risk in many different ways; *'does the assessment reflect the learning imparted? Is the assessment appropriately accessible to accommodate diversity in the learner cohort? Is there consistency in the design and application of marking parameters?* The WWETB quality assurance authentication processes have been developed to support assessors in developing assessment events which have rigour and integrity.

One of the more common challenges to the integrity of assessment is the ***authenticity*** and veracity of the learner response to the assessment (integrity in assessment and assessment malpractice). The advent of accessible and free to use generative ***Artificial Intelligence (AI)*** presents as a potentially substantial risk to the integrity of certain assessment scenarios.

2. Risks to Authenticity in Assessment Responses.

There are several risks to the authenticity of assessment processes in terms of eliciting a genuine and sound learner response at assessment time. Where a learner submits a response to assessment that lacks the authenticity expected by the assessor, the reasons can range from; a wilful attempt to deceive or cheat, to a genuine lack of awareness of the requirements of assessment. There are multiple means by which a learner may submit an unauthentic response to assessment:

- Plagiarism
- Contract cheating (such as use of 'essay mills')
- Examination misconduct/malpractice
- Collusion
- Bribery or Intimidation
- False declaration.

- Falsifying data.

WWETB FET has mechanisms in place to mitigate against many of the aforementioned risks to integrity in assessment. This document focusses predominantly on the threat to the authenticity of a formal assessment process in the context of assessment integrity and assessment malpractice including the use of Artificial Intelligence (AI). *The Procedure for Safeguarding the Authenticity of FE Assessments in WWETB* functions as a guide to FET Managers, Coordinators and Principals, Assessors and other stakeholders in WWETB formal assessment processes, as to the gradatim approach to Supporting Authenticity in assessment in these contexts.

3. Artificial Intelligence (AI).

'Artificial intelligence (AI) is the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings. The term is frequently applied to the process of developing systems endowed with the intellectual judgement characteristics of humans, such as the ability to reason, discover meaning, generalize, or learn from past experience'. (https://www.britannica.com/technology/artificial-intelligence)

While there is widespread adoption of AI technology across various sectors and industries already, and an appreciation of its potential, there is also an awareness of the various risks associated with the technology. The EU AI Act passed in April 2024 makes provision for the regulation of AI technology. It classifies types of risk associated with AI technology to establish in broad terms codes of practice and a governance approach. The Act is an important piece of European legislation and will support national policy. Similar to the Act, national policy will likely focus on developmental aspects and systematic applications of AI technology as opposed to personal use of generative AI.

Generative AI, as the name suggests, can generate new content, such as images, music, and text. The content these tools create is "original," in-as-much as the output is always unique (i.e. its generated text may fool a plagiarism-detection software like Turnitin), but it is trained on existing, mostly human-generated content published online. However, generative AI text generators may create inaccurate and unreliable text, including generating references that do not exist, and all AI outputs should be treated critically.

Since the release of the Generative AI tool ChatGPT in 2022 there has been widespread interest and concern across the education sector because of the ability of generative AI to create plausible answers to assignments, maths problems, construct essays, and write computer code, all in seconds. This brought to the fore important issues including how educational institutions approach AI use in teaching, learning and assessment. One of the most contentious questions regarding AI is whether or not its use can be defined in any context as 'plagiarism'. While the answer here in the broader application of AI is generally 'no', in the context of assessment, the answer is more frequently considered to be, 'yes'. Oxford University defines plagiarism as: *"Presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement."* https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism. Considering the fact that AI uses in the main, source material from the internet, and that material is published (has an author and has been made available to the public), using that material without referencing, even if paraphrased, summarised, edited, etc., constitutes academic plagiarism.

4. Referencing use of Artificial Intelligence.

WWETB FET supports the responsible and ethical use of generative AI. We do this to equip our learners with the skills to critically engage with technologies so that as technologies develop and new ones emerge, we explore and educate learners on the benefits of the judicious use of technologies and we ensure they understand the risks and ethical considerations of such tools. While use of AI technologies such as ChatGPT are problematic in certain applications, (formal assessment being one), a blanket prohibition on their use within a WWETB FET educational context may only serve to needlessly embargo technology that is already widely used in numerous contexts to good effect. Instead, WWETB FET would undertake to give guidance to learners and staff on how AI technology might be used ethically, critically and transparently. There will be instances where AI technology can be legitimately used if referenced and these instances are more clearly detailed in Section 7.3 of this document and in the supplementary document 'Process for Sanctioning the Use of AI in WWETB FE Assessments'. Where used as source information by a learner, generative AI should be referenced in the following format: **'Reference' → Name of AI Platform → Date of Access → URL.** e.g.: ***'Reference OpenAI, ChatGPT, 18th April 2024, https://chat.openai.com/'***

In text citation: ***(Open AI, 2024)***

5. Objective

The purpose and objective of this document is to support all stakeholders involved in WWETB assessment processes to promote and uphold academic integrity, and to give clarity as to the general procedures for doing so, thereby safeguarding the authenticity of FE assessment in WWETB.

6. A Tiered Process- Overview

WWETB FE has developed a tiered process for safeguarding the authenticity of formal assessments. The tiered process serves as a gradatim framework through which FET Managers, FET Coordinators and Principals, Teaching & Learning Practitioners and FE Learners can achieve clarity on their own responsibility with regards to authenticity, veracity and explicitness within the formal assessment process. The tiers are listed hereunder:

1. Information	**Tier 1:** Information is critical to any well-functioning process. This stage constitutes the sharing of and accessibility of stakeholder relevant information.
2. Authentic Assessment	**Tier 2:** Veracity in assessment can be heavily influenced by the design of assessment. This stage aids a concerted approach to authentic assessment.
3. Assessment Brief	**Tier 3:** The brief represents the integral reference for a learner at assessment phase. This stage will provide utmost clarity to the assessment candidate.
4. Plagiarism & AI Detection	**Tier 4:** Plagiarism and AI Detection checks form part of the assessment correction process. Software can be used or other means.
5. Rectification	**Tier 5:** Where there are concerns about the authenticity of an assessment response prior to engaging in a formal malpractice process.
6. Malpractice Procedures	**Tier 6:** This procedural document guides the Programme Manager in adjudicating on instances of suspected malpractice and sanction where confirmed

The tiers are explained in greater detail in Section 7 of this document.

Tiered Process for Supporting Authenticity in WWETB Assessments.

1 Information

Learners and Practitioners are entitled to very clear information with regard to their responsibilities and available supports.

- Interview. (Clear Ethos)
- Induction. Supports & Procedures)
- Academic Integrity Handbook (ETBI).
- Class Contract. (Clear Scenarios).
- Assignment Writing Supports.
- Referencing Supports.
- Posters (Quality).
- Guides (Quality).
- Briefing (Quality).
- Training- Digital Learn.

2 Authentic Assessment

Where possible, assessments should be developed with 'real world' contexts and in application of learning assessments.

- 3 cornerstones: Realism, Cognitive Challenge & Evaluative Judgement.
- Case Studies.
- Based on class. event/trips etc.
- Learner Log.
- Presentation (with Questions).
- Interview.
- Simulations
- Guide to Authentic Assessment (Quality)

3 Assessment Briefing

Assessment Briefs should provide very clear guidance to the learner et.al. what is required/permissible in terms of referencing, use of AI etc.

- WWETB Assessment Brief Template –(FE-LDA) (Quality).
- Options for use of AI in assessment-Procedure (Quality).
- Learner Sign-off (Assessment Brief-Template etc.
- Prescribed course Reading List for assessment. (Assessor).

4 Plagiarism & AI Detection

Detection Software available for **all** level 5 and level 6 provision. To be used for all text-based submissions and/or where there is concern.

- Software centrally procured. No cost to centre budget.
- Training available for all practitioners.
- Consistency of use and application is critical.
- Guide to Plagiarism and AI detection Software-(Quality).
- Consistency of sanction for academic malpractice is critical.

5 Rectification

Where there are concerns regarding plagiarism/use of AI, the opportunity for learner to rectify can result in a sympathetic outcome.

- Follow Learner Submission Authenticity Checklist.
- 'Courageous Conversation'.
- Learner admission-Short-term extension option for a maximum Pass grade.
- Learner denial-Proceed to Tier 6.

6 Suspected Malpractice Procedures

Procedure to be used at all levels of learning where there are concerns regarding assessment malpractice including unsanctioned use of AI.

- Consistency of use and application is critical.
- Consistency of sanction for academic malpractice is critical.

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7.1 WWETB's Tiered Process for Supporting Authenticity in Assessment. - Information

Tier 1: Information

Responsibility:	▪ **FET Leadership Team, Quality Team and Quality Assurance Steering Group (QASG).** ▪ **Digital Learning and IT.** ▪ **Programme Coordinators & FE Principals.** ▪ **Teaching and Learning Practitioners and Support Staff.**
Key Periods/Chronology:	▪ **Start Programme/Course.** ▪ **Learner Interview.** ▪ **Learner Induction.** ▪ **Assessment Phases.**
Key Documents:	▪ **WWETB Quality Guide to Academic Integrity** ▪ **A Learner's Guide to Academic Integrity** ▪ **FESS Referencing Handbook** ▪ **Academic Writing Handbook for Learners** ▪ **WWETB Quality- Poster- What kind of Learner Will I Be? Brief Guide for Learners.** ▪ **ETBI Digital Library** ▪ **Procedure for safeguarding the authenticity of FE Assessments in WWETB.** ▪ **Note to WWETB Learner on Plagiarism and Use of AI**

All stakeholders in WWETB assessment processes are entitled to clear information about all aspects of the assessment process. It is widely felt that many cases of academic malpractice arise from perceived deficiencies in information provided to learners about **a).** Assessment supports that they could avail of, **b).** What constitutes as academic malpractice and/or **c).** The sanctions for confirmed cases of academic malpractice.

7.1.2 Responsibilities

FET Leadership and the Quality Team: The oversight responsibility for assuring authenticity and veracity in FET Assessments lies with both the FET Leadership Team and the FET Quality Team and the QASG. This document represents a consolidation of the various processes and guides that establish the organisational position on academic integrity and veracity of the assessment process within FET. Accompanying this document is structured support for Programme Coordinators and FET practitioners from the WWETB FET Quality Team by way of in-centre or on-line briefings, more immediate support from the quality team by way of standard platforms for communication (e-mail, phone, Teams call), and the aforementioned key documents that have been developed to guide Programme Coordinators/FE Principals in developing in-house practice and procedures to help ensure the veracity of the assessment process. WWETB Digital Learning have a responsibility to support Practitioners in their understanding of technology-based tools including generative AI. The FET Leadership and Quality Team have also made available across level 5 and 6 provision, online tools which may help to both discourage plagiarism and unsanctioned use of AI and reveal where this has happened.

FE Programme Coordinators & FE Principals: The programmatic implementation and oversight of procedures and guidance in relation to academic integrity and assessment veracity is the responsibility of the FE Programme Coordinator/FE Principal. In-house practice procedures should be in-line with the provided guidance documentation. It is the responsibility of FE Programme Coordinator/FE Principal to ensure there is consistent application of the in-house procedures among all practitioners. It is also their responsibility to ensure that in any implemented processes relating to academic integrity that learners are treated with respect and appropriate discretion.

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Teaching & Learning Practitioners: Instructors, Teachers, Trainers and Tutors have a key responsibility in ensuring that learners have an understanding of the importance of academic integrity both as an academic imperative, and as civil responsibility to safeguard against professional incompetency. It is the practitioner's responsibility to effectively impart to the learner what their responsibilities they have in how they respond to assessment, the supports that may be available to them and the in-house procedures for dealing with instances where academic integrity has not been shown or instances of academic malpractice. It is also their responsibility to ensure that in any implemented processes relating to academic integrity that learners are treated with respect and appropriate discretion.

Learners: Learners have a responsibility to be open and honest, initially to the programme Coordinator and further to their course practitioners about their learning needs and their academic output. If a learner has a specific learning need or difficulty which requires certain supports, they have a duty to communicate this to their Programme Coordinator at the earliest possible opportunity. Learners also have a responsibility to act with honesty and integrity in their learning, particularly at assessment phases. The learner should uphold the statements they sign as part of the assessment brief and should engage willingly, honestly and courteously in any processes relating to academic integrity, and not withhold any important relevant information.

KEY POINT

Different centres will have different approaches to providing information to their learner cohort. Providing information in a document or textual format is often not enough to relay the importance of academic integrity and WWETB's approach to same. Programme Coordinators/FE Principals should consider supplementary processes similar to learning events with use of methodologies such as:

- Workshops.
- Case Studies/ examples.
- Formative Assessment.
- Class Contracts.
- Industry Speaker (Academic Integrity within a progression/employment context).

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7.1.3 Implementing Tier 1: Information

Programme Coordinators and FE Principals should consult the document: **'WWETB Quality Guide to Academic Integrity'.** This document comprises several sections which may guide the user in establishing a culture of academic integrity within the school or centre:

- Academic Integrity and the FET Learner (The benefits of academic integrity).
- Academic Misconduct 'Triggers'.
- Roles and Responsibilities.
- Academic Integrity Promoting Practices.
- Support Resources.
- Academic Considerations at each FET Level.
- Being Responsive to Academic Malpractice and Assessor Vigilance.

Academic Integrity should form part of the curriculum of every FET course that is run by WWETB. This document should be known to and understood by WWETB FET staff as key to establishing an organisational culture of academic integrity within FET provision.

An in-house approach to creating a culture of academic integrity and sharing information to all stakeholders should be established by the Programme Coordinator/FE Principal. Learners should receive information about academic integrity at key stages in their course life cycle:

- At Induction Stage.
- At suitable opportunities during programme delivery (particularly where there are opportunities for course-based supports for learners such as revision classes, technological support classes, one to one sessions/feedback etc. and assessment support classes. (academic writing sessions/ referencing sessions etc.).
- At Assessment stage.
- At formal feedback stage.

Learners should be made aware of any assessment supports that are available to them as part of the information they receive from the centre/college in respect of academic integrity or assessment. For example, they should be made aware of Reasonable Accommodation, procedures, Short-term Extension and Compassionate Consideration procedures and any other academic supports that may be available to them while on their course, (such as academic support sessions, mental-health supports, the WWETB Learner Support Team, Adult Guidance etc.). Artificial Intelligence (AI) should be discussed in a balanced way with learners. It is a tool that they will likely find themselves using (if not already) for multitudinous applications as it develops. Learners should be given information on the use of AI in the context

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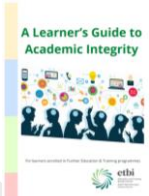
of assessment and the scope they have to use same, or not in conjunction with Section 3 of this document: 'Tier 3- Assessment Brief.'

Information to learners regarding academic integrity, referencing and plagiarism can be found in the following resources (Also, see Appendix 6- Note to WWETB Learners on Plagiarism and Use of Artificial Intelligence):

Resource Name	Description	Link	
A Learner's Guide to Academic Integrity	This resource is a guide for the learner as to the principles of academic integrity and has been developed as a reference for the FET Learner and is written in simple English. It is available as a pdf and there is a phone friendly version available (see QR code on the inside cover of the PDF version)	A Learner's Guide to Academic Integrity	
Academic Writing Handbook for Learners	This resource has been designed as a support for the learner who has to complete assignments. It covers aspects like research, using graphics, how to start your assignment, structuring an academic argument, proof-reading, references etc.	Academic Writing Handbook for Learners	
FET Referencing Handbook	The Referencing Handbook deals specifically with referencing conventions.	FET Referencing Handbook	
ETBI Digital Library-	This resource has been specifically designed to help the FET learner with ***Time Management*** when preparing to undertake assignments. Simply input the start date for the assignment work and the submission date and the Assignment Calculator will suggest when you should aim to have certain elements/stages of the work complete. It also explains each stage and how they might be approached. There are many other resources on the ETBI Digital Library that pertain to academic integrity.	ETBI Digital Library – Assignment Calculator Academic Integrity - Avoiding Plagiarism - LibGuides at Education and Training Boards Ireland, ETBI	

7.2 WWETB's Tiered Process for Supporting Authenticity in Assessment. – Authentic Assessment

Tier 2: Authentic Assessment

Responsibility:	▪ **Programme Coordinators & FE Principals.** ▪ **Teaching and Learning Practitioners (Assessors).** ▪ **WWETB Quality Team and Quality Assurance Steering Group (QASG).**
Key Periods/Chronology:	▪ **Course Design/ Assessment Planning** ▪ **Assessment Phases.**
Key Documents:	▪ **WWETB Quality Guide to Authentic Assessment** ▪ **WWETB Quality Guide 'Writing Assessment Briefs'.**

7.2.1 Responsibilities

FE Programme Coordinators & FE Principals: Have responsibility for management and oversight of practitioner staff and general quality of teaching and learning provision. They have the responsibility to induct centre/college staff and provide them with any training they might require in order to maintain high-quality standards of teaching, learning and assessment.

WWETB Quality Team: The Quality Team have a responsibility to develop and maintain the systems for quality maintenance and enhancement with FET provision. This includes the provision of briefing sessions regarding these systems as and when requested by Programme Coordinators/FE Principals. The FET Quality Team also develop guides to assist with best practice approaches to various elements of delivery and assessment.

Teaching & Learning Practitioners: Instructors, Teachers, Trainers and Tutors have a responsibility to conduct the assessment phases of course as directed by the Module Descriptor or Assessment Instrument Specification. More commonly in Locally Devised Assessment formats, the assessor has the responsibility to devise the assessment mechanism in response to the prescribed method and criteria for assessment. The practitioner (assessor) must ensure that their approach to assessment is consistent, fair and clear to all stakeholders and that there is veracity in assessment.

7.2.2 Implementing Tier 2: Authentic Assessment.

Certain conditions can contribute to more authentic assessment responses. Certain skills demonstrations for example, could be viewed as a very authentic form of assessment, particularly where they happen in a very controlled environment where the assessor can view the learner undertaking the skill. Exams too, (while often considered a high-pressure situation often inadvertently testing other learner competencies and aptitudes), offers a reasonable opportunity for an authentic assessment response from the learner in terms of their readily accessible knowledge. The risk of receiving less authentic responses is increased in other formats of assessment, most notably, the assignment (depending on its design). Computer technology has given us faster than ever access to an enormous breadth of information by way of the internet. Additional computing tools such as the ability to copy and re-format text efficiently means that the process of finding information and passing on in another format has never been easier. While these advancements are in the main, hugely positive, they pose a significant issue in terms of copyright infringement, misinformation, and plagiarism.

In an academic context the risk of plagiarised responses to assessment increases. The advent of Artificial Intelligence (AI) has introduced an extra layer of complexity into discussions about what constitutes plagiarism and academic integrity. One of the ways that we support learners to providing more original responses to assessment is to create the right opportunity to do so. The next section contains example of how certain assignment types might be designed to elicit a more authentic response in an assessment situation.

KEY POINT

Devising opportunities for **authentic assessment** in the context of this document and overall process, essentially means trying to devise valid and relevant criteria in the assessment event that cannot be easily produced by Artificial Intelligence (AI).

7.2.3 Examples of Devising Authentic Assessment.

The following are general examples of how a prescribed assessment might be tailored to elicit a more authentic response than a standard assignment which just asks the learner to provide information. It should be noted that the examples given **are just for illustrative purposes**. They have not been tested or applied in a real assessment scenario. They have not been vetted by an external examiner. When devising assessment to generate a more authentic response, consider the following:

- Avoid assessments (where possible) that ask the learner to provide or summarise information. Endeavour instead to require the learner to apply or use key information. (Some LOs specifically require learners to summarise information).
- 'Real'-world scenarios often give context to assessments that require the learner be more immersed in the assessment activity. It may even be better to not use a highly publicised scenario and instead use a fictional one, (which might be based on a real one). This should require the learner to apply the particular facts and circumstances within their assessment response. (A highly publicised scenario may be easier for an AI tool to assess, summarise and make conclusions on).
- Preface the assessment activity with some preparatory work in class that informs the assessment. This could include:
    - A class project or event.
    - Group work activity.
    - A simulation.
    - A discussion or debate
    - A field trip or an invited speaker.
- Consider using diverse methods to supplement the information submission process. For instance:
    - The learner gives a short presentation to a). the class or b). the teacher tutor (live or recorded) in which they present their piece of work and key findings. (it would be good to show learners a paragon example of this).
    - The learner undergoes a brief interview on their submission. They would be aware of the questions beforehand but cannot 'read' their answers at interview and would be graded as per the marking scheme receiving an average figure for their written and verbal submission.
- Consider requesting primary research such as vox-pops, surveys, focus groups, observation logs etc.

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Example One:

5N0690 Communications	
Structured Report- 15 marks	**1000 words.**
▪ Report well structured, detailed, balanced, uses impersonal language, good interpretation of terms of reference ▪ Research is comprehensive, relevant, variety of sources acknowledged and critiqued through references and bibliography ▪ Key issues discussed and explained with clarity, objectivity, evidence of original thinking and supported with visual aids ▪ Findings presented clearly and in own words, recommendations/ conclusions show evidence of critical thinking and in-depth analysis · ▪ Fluent writing, well expressed, extensive vocabulary, freedom from minor errors in spelling, grammar and punctuation.	

Suggestion for Assessment Criteria to promote authentic assessment:

For this Assignment you are asked to focus on the vocational area of your overall award. Within that vocational area, identify the three main health and safety concerns. Carry out a piece of research that will allow you to write a report entitled **'An Exploration of Health and Safety Concerns in** (Vocational Area)'.

Research Topic and Desk Research: Select what you consider to be the three most important Health and Safety factors in your chosen area/sector. Base your choice on research of the following document types relating to your sector (You may ask your teacher for more guidance):

- A Sectoral Report- (Fully reference in your report)
- An Academic Journal- (Fully reference in your report)
- An Academic Research Paper- (Fully reference in your report)
- Another relevant source if approved by your Communications Teacher (Fully reference in your report). **3(0) marks.**

Primary Research: Create a survey and identify at least three people to participate in a:

- Recorded discussion (participant should be anonymous).
- Survey with structured questions for the participant to complete (participant should be anonymous).

The participants should belong to one of the following profiles.

- At least one person working within the sector.
- At least one person who is a service-user within the sector

Your survey should allow you to obtain the following information:

- Their experience of the identified (as per your desk research) Health & Safety concerns.
- Their thoughts on the identified (as per your desk research) Health & Safety concerns.

Your report should give details of each participant but no details that would allow them to be identified (real names of individuals or names of facilities they work in/attend/use). The survey will form part of your 1,000-word report but the responses do not (although they should be included in the submission). **6(0) marks.**

Findings & Conclusion: When you have your survey information, you will review the thoughts and experiences of your survey participants to answer the following questions:

- Were there any consistencies or differences in the participants experiences or opinions?
- Does the current health and safety H&S) legislation address their specific needs?
- Are there any changes that could be made to H&S legislation, or procedures associated with the legislation, that might make it more effective?
  6(0) marks.

Example Two:

5N2006 Nutrition
Assignment Assignment 2 will provide evidence of learning Outcomes 6,10,11,14,17,22,28,30 The second assignment must focus on the nutritional requirements of individuals or groups. The Learner will investigate the dietary requirements of specific individuals or groups. They will devise suitable menus, outline the rationale for their selections, include underlying nutritional theory, make recommendations and present a conclusion. The Learner will submit a report with supporting documentation as part of the evidence. Evidence for this assessment technique may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these). Any audio, video or digital evidence must be provided in a suitable format. All instructions for the learner must be clearly outlined in an assessment brief

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Suggestion for Assessment Criteria to promote authentic assessment:

This Assignment could be presented as a caseload for a Nutritionist comprising of 8 specific case studies each based on the demographic profiles given in the Module Descriptor. The requirement of the learner for each case study will be similar and the overall learner report comprising the 8 case study responses could be corrected by way of a rubric. (30 marks for assignment).

Case Study- Jean (Adult)- Dunmore. (This case study is No. 1 in a series of 8)

Jean is a woman in her 50's from Dunmore who requires a healthy eating plan to improve her health. Recently diagnosed with Type 2 diabetes and high blood pressure, she also has to navigate a complex array of food allergies, including gluten and dairy. Jean enjoys most foods but particularly likes certain foods like pizza and pastas, red-meat meals and the occasional Chinese takeaway. She has a moderate to high level of alcohol intake, mainly confined to the weekends and she says that she rarely eats chocolate or crisps during the week but on Friday and Saturday she treats herself to 2 125g bags of crisps and a 2L bottle of Pepsi. She says she might find it difficult to go without these types of meals. Jean says she rarely buys fruit. Acting as her nutritionist and recognising the need for a balanced diet that manages her conditions and respects her allergies, you are required to:

- Conduct a short analysis on Jean's current diet and identify any concerns.
- Devise a suitable weekly menu for Jean taking into consideration all of the above.
- Give a detailed rationale for each meal and food-type selected in the context of Jean's needs and preferences.
- Reference using the Harvard Referencing style any and all sources of information used.

7.3 WWETB's Tiered Process for Supporting Authenticity in Assessment. – Assessment Briefing

Tier 3: Assessment Briefing

Responsibility:	▪ **Teaching and Learning Practitioners (Assessors).** ▪ **Programme Coordinators & FE Principals.** ▪ **Quality Team**
Key Periods/Chronology:	▪ **Assessment Phases.**
Key Documents:	▪ **Guide for Sanctioning the Use of AI in Assessment'** ▪ **WWETB Brief Template (LDA)**

7.3.1 Responsibilities

In Further Education and Training the **Practitioner (Instructor, Teacher, Trainer, Tutor, etc.)** adopts the role of the course Assessor. In further education where 'locally devised assessment' is implemented, it is the responsibility of the contracted Practitioner associated with the component to devise the Assessment Brief and the accompanying assessment tools. In all cases, it is the responsibility of the FET Assessor to consider key factors when Assessing learners such as; the course objectives, the NFQ level, the learner profile and diversity within the learner cohorts to ensure that the assessment briefing process is fair, authentic and effective. For training programmes, the assessment brief is in the form of the Assessment Instrument Specification (AIS). WWETB carries responsibility for all elements associated with AISs that are distributed to learners. Training Assessors (Instructors, Tutors, Trainers etc.) must play a key role in ensuring that active AISs are effective and can suggest changes to make so to their relevant Training Standards Officer (TSO) on the Quality Team.

Respective **Programme Coordinators, Principals and FET Mangers** carry the responsibility to support WWETB Assessors in carrying out fair, authentic and effective assessment in the form of access to best practice resources, training and other support options such as mentoring, peer-learning etc. where applicable.

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The WWETB FET Quality Team have developed a process for the sanctioned use of AI technology with the assessment process. This 'Guide for Sanctioning the use of AI in Assessment' gives information on the circumstances where the use of AI is permissible and how the relevant assessor/learner keeps record of where and how the technology has been used for transparency to other stakeholders in the assessment process.

KEY POINT

Restriction on the use of generative AI for a task should be based on educational reasoning, the nature of the task and its function in generating evidence of learner learning. **Of critical importance in deciding on AI use and any restrictions, is whether AI use would contribute to or potentially detract from intended learning.**

7.3.2 Implementing Tier 3: Assessment Briefing

The Assessor must develop briefs in line with the requirements of the award and consider a multitude of factors in doing so such as; the respective NFQ level to be attained, the learner profile and diversity within same, the requirements of the respective learning outcomes etc. The decision as to whether a learner is permitted to use AI technology wholly or in part in their completion of an assignment lies predominantly with the Assessor (who in almost all cases in FET is also the Learning Practitioner; Teacher, Tutor, Instructor, etc.).

There may be instances where a learner has received sanction to use AI technology in a prescribed way as part of reasonable accommodation/learner support arrangements. In these instances, the Assessor will be made aware of the specifics by their Programme Coordinator or FET Principal.

The Assessor will use the Assessment Brief (Appendix 2) to formalise with the learner to what extent the use of AI is permitted during an assessment event. Essentially, there are three levels of consent for the use of AI technology by the learner in an assessment event as:

1. **Use of AI technology is not permitted-** The Assessor may decide that use of AI technology, particularly generative AI will negatively impact on the assessment of learning. Inherent forms of AI are excluded from this such as predictive text options and grammatical suggestions in Microsoft Office etc. An Assessor is also obliged to honour formal accommodation granted to a learner in assessment scenarios where AI is a

feature. This may happen in instances of accommodating a learning difficulty or disability. Any queries regarding this should be e-mailed to the Access and Inclusion Officer and the Quality Assurance Officer.

2. **Use of AI Technology is permitted in certain circumstances/for specific elements:** The Assessor can confirm that AI technology can be used in certain scenarios or for certain elements of the assessment event. This Assessor option contains two sub-options: the first is where the assessor feels that certain AI tools can be used for specific elements of the brief. These options will have to be explained to the Learner in the Section 2 part of the Brief 'Instructions to Learner'. The Learner will not be permitted to use AI technology for elements or in ways other than what is detailed in the Assessment Brief and to do may result in an Assessment Malpractice investigation. The second sub-option here is explained in Option 1 above, where a Programme Coordinator or FET Principal confirms to the Assessor that there is a reasonable accommodation arrangement in place which is included in assessment submission.

   Note: It may occur that in line with sub-option 2, learners in the same learner group may have different options selected in their Assessment Brief regarding use of AI.

3. **Use of AI Technology is permitted for all or any part of the assessment.** The assessor can opt to allow the learner to use all or any AI technology for any part of their submission at their own preference or discretion. It is important that where the Assessor selects this option that they are confident that as per the key point above, the use of AI technology will not detract from the principle function of assessment; to confirm to what extent the learner has acquired the necessary knowledge, skills and competencies described in the Learning Outcomes.

The Assessor's selection of the relevant option is made known to the learner by way of a designated table within the Assessment Brief as shown below. Assessors can read more about sanctioning the use of AI in assessment events in the 'WWETB Guide to Sanctioning the Use of AI in WWETB FET Assessments'.

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Can I (the learner), use AI for this Assessment?	
Assessor Option	**Assessor decision**
1. The use of Artificial Intelligence (AI) software is **not** permitted in any way by the learner for this piece of assessment.	Option 1 ☐
2. The use of Artificial Intelligence (AI) software is permitted but only in the instances selected by the assessor, and the specific use **must be referenced** in the learner submission: a. Use of AI has been mentioned by the assessor in Section 2 as acceptable for **specific** elements. ☐ b. Use of AI for specific purpose has been formally agreed by Programme Coordinator and Learner for reasons of reasonable accommodation. ☐	Option 2 ☐
3. The use of Artificial Intelligence (AI) software **is** permitted for all or any part of this assessment.	Option 3 ☐

Table showing selected Assessor Option regarding use of AI- from Assessment Brief

7.3.4 Referencing Use of AI Technology

Referencing is a standard method of acknowledging the sources of information you have consulted in preparing your written assessment work. Anything that is used as information, for example, facts, figures, graphs, ideas, images, music, photographs, research, statistics, suggestions, theories, thoughts or words that are read, viewed or heard must be acknowledged and referenced. Good referencing in the Harvard style is expected at levels 5 and 6 and learners should be supported and remined to accurately reference their work as failure to do so could result in a formal Malpractice Investigation (Section 7.6 of this document and the WWETB FET Assessment Malpractice Procedure). Learners should use both in-text citation in the body of their text-based submissions, and a bibliography at the end.

Where sanctioned and used for source information by a learner, generative AI should be referenced in the following format:

'Reference' → Name of AI Platform → Date of Access → URL.

e.g.: *'Reference OpenAI, ChatGPT, 18th April 2024, https://chat.openai.com/'*
In text citation: *(Open AI, 2024)*

7.4 WWETB's Tiered Process for Supporting Authenticity in Assessment. – Plagiarism & AI Detection

Tier 4: Plagiarism & AI Detection

Responsibility:	▪ **Programme Coordinators & FE Principals.** ▪ **Teaching and Learning Practitioners (Assessors).** ▪ **WWETB Quality Team and Quality Assurance Steering Group (QASG).**
Key Periods/Chronology:	▪ **Assessment Phases.**
Key Documents:	▪ **WWETB Quality Guide to Authentic Assessment** ▪ **WWETB Guide to Plagiarism Detection and AI Detection Software.** ▪ **WWETB Submission Authenticity Checklist.**

7.4.1 Responsibilities

The use and availability of plagiarism detection resources is the decision and responsibility of the **FET Leaderships Team**. The process of implementation of such resources is the responsibility of the relevant **Programme Coordinator/ FET Principal**. The WWETB Quality Team has made training available and a short guide by way of the QA SharePoint site.

7.4 2 Implementing Tier 4: Plagiarism & AI Detection Software

The tiered process presented in this document endeavours to help support a robust culture of good academic integrity and authenticity in assessment. Substantial effort should be given by all personnel within WWETB FET provision to promote and model good academic integrity so that learners have a good understanding of how to approach a response to assessment and their responsibilities with regard to their research and referencing their sources. While the focus is principally placed on supporting the learner to achieve academic integrity, there needs to be a balance between supporting learners and safeguarding the process of assessment. Achieving this balance requires processes for surveilling learner submissions for poor academic integrity and fairly penalising submissions that have not adhered to the requirements of assessment.

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WWETB provides tools which can help to indicate instances of plagiarism including use of AI technology. Plagiarism and AI Detection software is available across provisions where programmes are run at level 5 and 6 on the National Framework of Qualifications (NFQ). Where practical, these tools should be used for all text-based submissions as part of the correction process to ensure that high levels of plagiarism don't go undetected.

The WWETB Quality Team have provided a short guide to using Plagiarism detection software (Guide to Plagiariam and Use of AI Detection Software) and there is a training video for the use of the Turnitin software on the Quality Team's SharePoint site. (QA SharePoint- Turnitin Reference Folder). If high levels of plagiarism or unsanctioned use of AI are indicated by the software, Assessors should proceed to with the rectification process (Section 7.5) or the Assessment Malpractice Procedures (referred to in more detail herein in Section 7.6), whichever the more appropriate.

7.4.2 Potential Shortcomings with Plagiarism and AI Detection Software

Plagiarism detection software is not infallible and submissions with high levels of AI content can occasionally go undetected. This is often caused however by a wilful attempt on the learner's part to mask the use of AI using online tools and methods that are readily accessible. There can be instances of perceived 'false positives' too. For example, there have been cases where learners have written assignments in their native tongue, and then used translation software to translate into English thereafter. Plagiarism software has identified the submission as being generated via AI, which in some respects it has, but it might not be fair to say that the learner response is not authentic or that the learner has acted with poor academic integrity.

Assessing the authenticity of a learner response to assessment should not be done by way of a Plagiarism Detection software report alone. Where such a report has identified potential plagiarism (including use of AI), the assessor should proceed to investigate further by way of a 'Courageous Conversation' (Section 7.5) or by way of the procedures associated with assessment malpractice (referred to in Section 7.6).

7.4.3 Supplementary Submission Authenticity Checking

The WWETB Quality Team have developed a checklist that can be used to assess a learner submission for authenticity. The Submission Authenticity Checklist (Appendix 3). The checklist is particularly useful where the Assessor has concerns that an assessment submission is not

wholly the learner's own work but other means of detecting plagiarism or use of AI show no signs of either (false negatives). The Assessor can use the checklist to help assert the balance of probability as to whether the learner's submission is likely genuine or plagiarised in some way. If the checklist indicates the latter, it incentivises further investigation possibly including a 'Courageous Conversation', or assessment malpractice procedures.

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7.5 WWETB's Tiered Process for Supporting Authenticity in Assessment. – Learner Rectification

Tier 5: Rectification

Responsibility:	▪ **Programme Coordinators & FE Principals.** ▪ **Teaching and Learning Practitioners (Assessors).** ▪ **WWETB Learner** ▪ **WWETB Quality Team and Quality Assurance Steering Group (QASG).**
Key Periods/Chronology:	▪ **Assessment Phases.**
Key Documents:	▪ **WWETB Submission Authenticity Checklist (Use of AI).** ▪ **WWETB Guide to Courageous Conversation and Suspected Assessment Malpractice Interview.** ▪ **WWETB Repeats Procedure**

7.5.1 Responsibilities

The WWETB Quality Team have initiated this tier as part of the overall system to help support a culture of understanding, support and natural justice where assessment submission authenticity is concerned. The formalisation of a process associated with learner rectification is the responsibility of the relevant **FET Manager and the FET Coordinators/Principals** similar to the Assessment Repeats process. The **WWETB Learner** holds a responsibility to act with integrity, initially at an assessment event and where this has not happened (either by accident or by design), thereafter to take every opportunity to be honest, responsive and to rectify.

7.5.2 Implementing Tier 5: Learner Rectification

Before a learner is confronted with a formal malpractice investigation, there may be scope for the assessor to present them with an opportunity to make rectifications for misguided performance or disingenuous intentions at assessment time. This could be offered to the learner as part of a formative feedback process prior to submission or thereafter if there are concerns about the authenticity of the learner submission. The mechanism for learner rectification is by way of a 'Courageous Conversation (Section 7.5.2)'. A rectification process can only happen if:

- There is a consistent approach across a course iteration to rectification options for learners. (All subjects/components on the course are included so that all learners are afforded equal options.).
- A rectification process can be offered to a learner **once only** on their course and so, communication between course assessors with regard to a rectification option for a learner is essential (This can be done via the Programme Coordinator).
- There is time left on the course to offer a rectification option to a learner.

A rectification option could be offered to a learner either before formal submission (if a draft has been received or there has been a formative feedback process, or after formal submission.

There are four possible outcomes for the two scenarios:

Concerns about Authenticity of Learner Work Prior to Submission. 'Courageous Conversation' is held with Learner.	**Concerns about Authenticity of Learner Work After Submission. 'Courageous Conversation' is held with Learner.**
1. Learner asserts authenticity of prospective submission. Proceed to implement Malpractice procedures after submission if concerns are still valid.	1. Learner asserts authenticity of prospective submission. Proceed to implement Malpractice procedures thereafter.
2. Learner concedes that prospective submission is not authentic. Has option to rectify ahead of submission deadline or proceed to malpractice procedures thereafter.	2. Learner concedes that submission is not authentic. Has option to rectify submission within 5 days of Courageous Conversation (inclusive of weekend days) and receives maximum of a pass grade. This step cannot happen if 'Courageous Conversation' meeting has already taken place prior to submission.

7.5.3 Courageous Conversations

The history of 'courageous conversation' is rooted within strategies to progress racial issues and ethnical equity, but the principles of courageous conversation have been applied to many different contexts. At the core of a courageous conversation is engagement, truth and respect. Speaking with a learner about the authenticity or integrity of their work can be a difficult topic, particularly if there is contention regarding same. It is important that a learner is made aware that a 'courageous conversation' in relation to their work comes from a place of support, improvement and learning.

Where an Assessor has doubts about the authenticity or integrity of a learner submission, or an impending learner submission, they should make contact with the learner to arrange a courageous conversation, preferably by e-mail and by direct request (phone or face to face). The courageous conversation will comprise of the assessor having a frank but non-judgemental conversation about the learner work and encouraging the learner to reflect on their submission/impending submission with regard to its conformance to the principles of academic integrity, responsibility, honesty and fairness. The Assessor should make the learner aware of the options available to them (Section 7.5.3). If the conversation is taking place after the learner work has been submitted, the learner may opt to resubmit the assessment piece within 5 days of the conversation inclusive of the day the meeting is held. The resubmission should then be received by 4pm on the 5th day inclusive of weekend days. The submission will be treated as a repeat submission with the achievable grade capped at a Pass.

Further guidance in relation to holding a courageous conversation is available in the WWETB FET Guide to Courageous Conversations and Suspected Assessment Malpractice Interviews.

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7.5.4 Courageous Conversation Process

Courageous Conversation and Submission Rectification Summary

For additional information in conducting a courageous conversation refer to the 'WWETB Guide to Courageous Conversation and Suspected Assessment Malpractice Interview.'

Introduction:

Firstly, the learner will have to be introduced to the concept of a Courageous Conversation. Regardless of whether the conversation is held (a) before formal submission or (b) after, the set-up will be the same. The Assessor, Coordinator or another person designated by the Coordinator/Principal will:

- Ask the learner to approach a discussion about their work/submission with honesty, integrity and courage. (The conversation should be between the Assessor (and/or the Coordinator/Principal) and the Learner only and happen with no other learners present (unless they are directly involved).
- Ask the learner to relay their full understanding of their responsibility in terms of submitting their own work for assessment and referencing any and all sources of information they may use.
- Inform the learner that there are concerns that their submission may fall short of the learner requirements at assessment in terms of Integrity/authenticity and that they have options to address the general concerns; (a) before the submission deadline/ (b) within 5 days of the meeting (including weekend days).

Or

The learner can choose not to engage in the Courageous Conversation regarding their work. They may also choose to engage in the process and subsequently choose to; (a) submit without making the general changes suggested accepting the risk of a malpractice procedure, (b) choose not to resubmit within five days accepting the risk of a malpractice procedure.

(a) Before Formal Submission		(b) After Formal Submission	
Timeline	The learner has the time between the conversation and the submission date (no matter how short) to address the concerns regarding the submission.	**Timeline**	The learner has 5 days inclusive of weekend days to resubmit the piece of work. They should be made aware that since the formal submission date is passed, the resubmission is a Repeat (see WWETB Repeat Policy- treat as a fail), and the grade achieved will be capped at a pass.
Outcome	The learner work will be corrected after the deadline as normal. If the original concerns have not been fully addressed, the Assessor applies the process for Assessment Malpractice. Malpractice found, submission graded as 0 marks.	**Outcome**	The learner work will be corrected after the extended deadline as normal. If the original concerns have not been fully addressed, the Assessor applies the process for Assessment Malpractice. Malpractice found; submission graded as 0 marks.
Recording the Process	The assessor records the details of the Courageous Conversation process within 1 day of meeting by way of an e-mail to the Coordinator/Principal.	**Recording the Process**	The assessor records the details of the Courageous Conversation process within 1 day of meeting by way of an e-mail to the Coordinator/Principal.

7.6 WWETB's Tiered Process for Supporting Authenticity in Assessment. – Suspected Malpractice Procedures

Tier 6: Suspected Malpractice Procedures

Responsibility:	▪ **Programme Coordinators & FE Principals.** ▪ **Teaching and Learning Practitioners (Assessors).** ▪ **WWETB Quality Team and Quality Assurance Steering Group (QASG).**
Key Periods/Chronology:	▪ **Assessment Phases.**
Key Documents:	▪ **WWETB FET Assessment Malpractice Procedure** ▪ **WWETB Guide to Courageous Conversation and Suspected Assessment Malpractice Interview.**

7.6.1 Responsibilities

The **FET Leadership Team** has the responsibility to vet and approve formal WWETB FET procedures. Procedures are drafted by the Quality Team in conjunction with the QASG. It is the responsibility of the **FE Programme Coordinator/Principal** to ensure the application of WWETB FET procedures in FET provision.

7.6.2 Implementing Tier 6: Suspected Malpractice Procedures

Where the tiered process has been applied within FET provision it should yield high levels of authenticity in learner submissions for assessment. The final tier is concerned with managing instances where, despite appropriate guidance and support, learners are perceived to have subverted the requirements of assessment in some way. In these cases WWETB provides a process to investigate, make a decision on and if applicable, penalise the learner submission. The guidance for FET centres is located within the WWETB Assessment Malpractice Procedures.

Where there are instances of apparent plagiarism, including the use of AI technology, it may be possible to present the learner with an opportunity to rectify their submission (Section 7.5) prior

to submission (when feasible) or after submission as a repeat of the assessment (capped at a pass). Where the rectification option fails or is not possible to apply, the procedures associated with assessment malpractice should apply. This applies even in instances where a learner has 'forgotten' to reference their sources within an assessment submission.

Ultimately, assessment malpractice can range from deliberate attempts to deceive an assessor or disrupt the assessment process to simply applying poor discipline/follow-through with regard to referencing sources within a final submission.

7.6.3 Confirming Assessment Malpractice

The investigation process is outlined within the WWETB Assessment Malpractice Procedures. It is important to note that the investigating panel are not expected to prove that malpractice has taken place, but instead to employ logical reasoning to make a decision based on the evidence to hand whether it is more likely than unlikely that malpractice has occurred. Cath Ellis (Assistant Professor, UNSW (Australia) asserts,:

'When it comes to proving cheating, the threshold we have to reach is the balance of probability, not beyond reasonable doubt. The story being told by a student submitting work for assessment is "I did the work myself". The story that the investigator needs to be able to tell is "this student didn't write some or all of this work themselves". Then it is up to the decision maker or decision makers to decide which story, on the balance of probability, is more plausible.

Many mistakenly believe that it's necessary to prove that the student definitely didn't write that essay. In fact, all that must be shown is that two or more documents submitted by the same student were not written by the same person. That is evidence that contract cheating has occurred'. (QQI Website accessed 19/07/24 https://www.qqi.ie/news/courageous-conversations . Quoting from an article written by Prof. Cathy Ellis- University of New South Wales.

7.6.4 Applying Sanction

For applying sanction after confirmed cases of assessment malpractice, refer to Section 7 of the WWETB Assessment Malpractice Procedures. There should be consistent application of sanction and the Assessment Malpractice investigations and sanction should be dealt with in the utmost confidentiality and discretion. The only exception to this is within the results authentication process (Internal verification, External Authentication, Results Approval and

Appeals procedures). There should be full disclosure and high clarity for all concerned with these processes as to the application of the assessment malpractice procedures.

Further guidance in relation to holding a suspected assessment malpractice interview available in the WWETB FET Guide to Courageous Conversations and Suspected Assessment Malpractice Interviews.

References:

The European Union Artificial Intelligence Act 19th April 2024- REGULATION (EU) 2024/... OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of ... laying down harmonised rules on artificial intelligence and amending Regulations (EC) No 300/2008, (EU) No 167/2013, (EU) No 168/2013, (EU) 2018/858, (EU) 2018/1139 and (EU) 2019/2144 and Directives 2014/90/EU, (EU) 2016/797 and (EU) 2020/1828 (Artificial Intelligence Act)

https://www.ibm.com/topics/artificial-intelligence

https://www.gov.ie/en/publication/629ce-artificial-intelligence-ai/

Limerick and Clare Education and Training Board College of FET (Further Education & Training) Guidance on the use of AI (Artificial Intelligence) in Education- 2024

https://www.turnitin.com/blog/what-is-the-potential-of-ai-writing-is-cheating-its-greatest-purpose

https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism

FET Referencing Handbook- ETBI 2019:
https://fess.ie/images/stories/ResourcesForTutors/Referencing_Handbook_files/Referencing_Handbook_February_2019.pdf

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Appendix 1: Guide to Sanctioning the Use of AI in FET Assessments

wwetb
Bord Oideachais agus Oiliúna Phort Láirge agus Loch Garman
Waterford and Wexford Education and Training Board

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Guide to Sanctioning the Use of AI* in the WWETB FET Assessment Process.

AI - *(Artificial Intelligence technology).*

Rialtas na hÉireann
Government of Ireland

Cómhaoinithe ag an Aontas Eorpach
Co-funded by the European Union

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1. Introduction.

Artificial intelligence (AI), the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings. The term is frequently applied to the project of developing systems endowed with the intellectual processes characteristic of humans, such as the ability to reason, discover meaning, generalize, or learn from past experience. https://www.britannica.com/technology/artificial-intelligence

Generative AI, as the name suggests, can generate new content, such as images, music, and text. The content these tools generate is "original," in-as-much as what they generate is always unique (i.e. its generated text may fool a plagiarism-detection software like Turnitin), but it is trained on existing, mostly human-generated content published online. However, generative AI text generators frequently generate inaccurate and unreliable text, including generating references that do not exist, and all AI outputs should be treated critically.

Since the release of the Generative AI tool ChatGPT in 2022 there has been widespread interest and concern across the education sector because of the ability of generative AI to create plausible answers to assignments, maths problems, construct essays, and write computer code, all in seconds. This brought to the fore important issues including how educational institutions approach AI use in teaching, learning and assessment. One of the most contentious questions regarding AI is whether or not its use can be defined in any context as 'plagiarism'. While the answer here in the broader application of AI is generally 'no', in the context of assessment, the answer is more frequently considered to be, 'yes'. Oxford University defines plagiarism as: *"Presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement."* https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism. Considering the fact that AI uses in the main, source material from the internet, and that material is published (has an author and has been made available to the public), using that material without referencing, even if paraphrased, summarised, edited, etc., constitutes academic plagiarism.

2. Referencing use of Artificial Intelligence.

WWETB FET supports the responsible and ethical use of generative AI. We do this to equip our learners with the skills to critically engage with technologies so that as technologies develop and new ones emerge, we explore and educate learners on the benefits of the judicious use of technologies and, we ensure they understand the risks and ethical considerations of such tools.

In the same vein, we support practitioners to use AI technology responsibly to generate ideas for lesson plans etc. on the understanding that, as contracted subject-matter experts, any content generated by way of AI technology is checked for accuracy and veracity by the practitioner before using as part of a teaching or assessment instrument.

We also do this to support learners for whom use of certain AI technologies mitigates the impact of disadvantaging specific learning difficulties.

While use of AI technologies such as ChatGPT are problematic in certain applications, (formal assessment being one), a blanket prohibition on their use within a WWETB FET educational context may only serve to needlessly embargo technology that is already widely used in numerous contexts to good effect. Instead, the WWETB FET would undertake to give guidance to learners and staff on how AI technology might be used ethically, critically and transparently. There will be instances where AI technology can be legitimately used if referenced and these instances are more clearly detailed in Sections 3 of this document.

Where sanctioned and used for source information by a learner, generative AI should be referenced in the following format:

'Reference' → Name of AI Platform → Date of Access → URL.

e.g.: *'Reference OpenAI, ChatGPT, 18th April 2024, https://chat.openai.com/'*
In text citation: *(Open AI, 2024)*

3. The Circumstances in which AI may be used by the FET learner within WWETB Delivery and Assessment.

As use of AI technology becomes more ubiquitous within most sectors and industries, the appropriate use of AI in a learning scenario (and more pointedly in a 'proof of learning' scenario) needs to be clearly established and defined. The Assessor has the ultimate responsibility in relation to the sanctioned use of AI and so it is critical that there is a common approach to the circumstances in which AI use might be prescribed as acceptable and not presenting as a risk to the integrity of learning and/or assessment. As a principal tenet, assessor should apply the

following when considering the appropriateness of Learner use of AI in the learning or assessment process:

KEY POINT

Restriction on the use of generative AI for a task should be based on educational reasoning, the nature of the task, and its function in generating evidence of learner learning. **Of critical importance in deciding on AI use and any restrictions, is whether AI use would contribute to or potentially detract from intended learning.**

The Assessor will use the Assessment Brief (Appendix 2) to formalise with the learner to what extent the use of AI is permitted during an assessment event. Essentially, there are three levels of consent for the use of AI technology by the learner in an assessment event summarised as:

1. **Use of AI technology is not permitted-** The Assessor may decide that use of AI technology, particularly generative AI will negatively impact on the assessment of learning. Inherent forms of AI are excluded from this such as predictive text options and grammatical suggestions in Microsoft Office etc. An Assessor is also obliged to honour accommodation given to a learner to may be applicable in assessment scenarios where AI is a feature. This may happen in instances of accommodating a learning difficulty or disability. Any queries regarding this should be e-mailed to the Access and Inclusion Officer and the Quality Assurance Officer.
2. **Use of AI Technology is permitted in certain circumstances/for specific elements:** The Assessor can confirm that AI technology can be used in certain scenarios or for certain elements of the assessment event. This Assessor option contains two sub-options: the first is where the assessor feels that certain AI tools can be used for specific elements of the brief. These options will have to be explained to the Learner in the Section 2 part of the Brief 'Instructions to Learner'. The Learner will not be permitted to use AI technology for elements or in ways other than what is detailed in the Assessment Brief and to do may result in an Assessment Malpractice investigation. The second sub-option here is explained in Option 1 above, where a Programme Coordinator or FET Principal confirms to the Assessor that there is a reasonable accommodation arrangement in place which is included in assessment submission.

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Note: **It may occur that in line with sub-option 2, learners in the same learner group may have different options selected in their Assessment Brief regarding use of AI.**

3. **Use of AI Technology is permitted for all or any part of the assessment.**
   The assessor can opt to allow the learner to use all or any AI technology for any part of their submission at their own preference or discretion. It is important that where the Assessor selects this option that they are confident that as per the key point above, the use of AI technology will not detract from the principal function of assessment; to confirm to what extent the learner has acquired the necessary knowledge, skills and competencies described in the Learning Outcomes.

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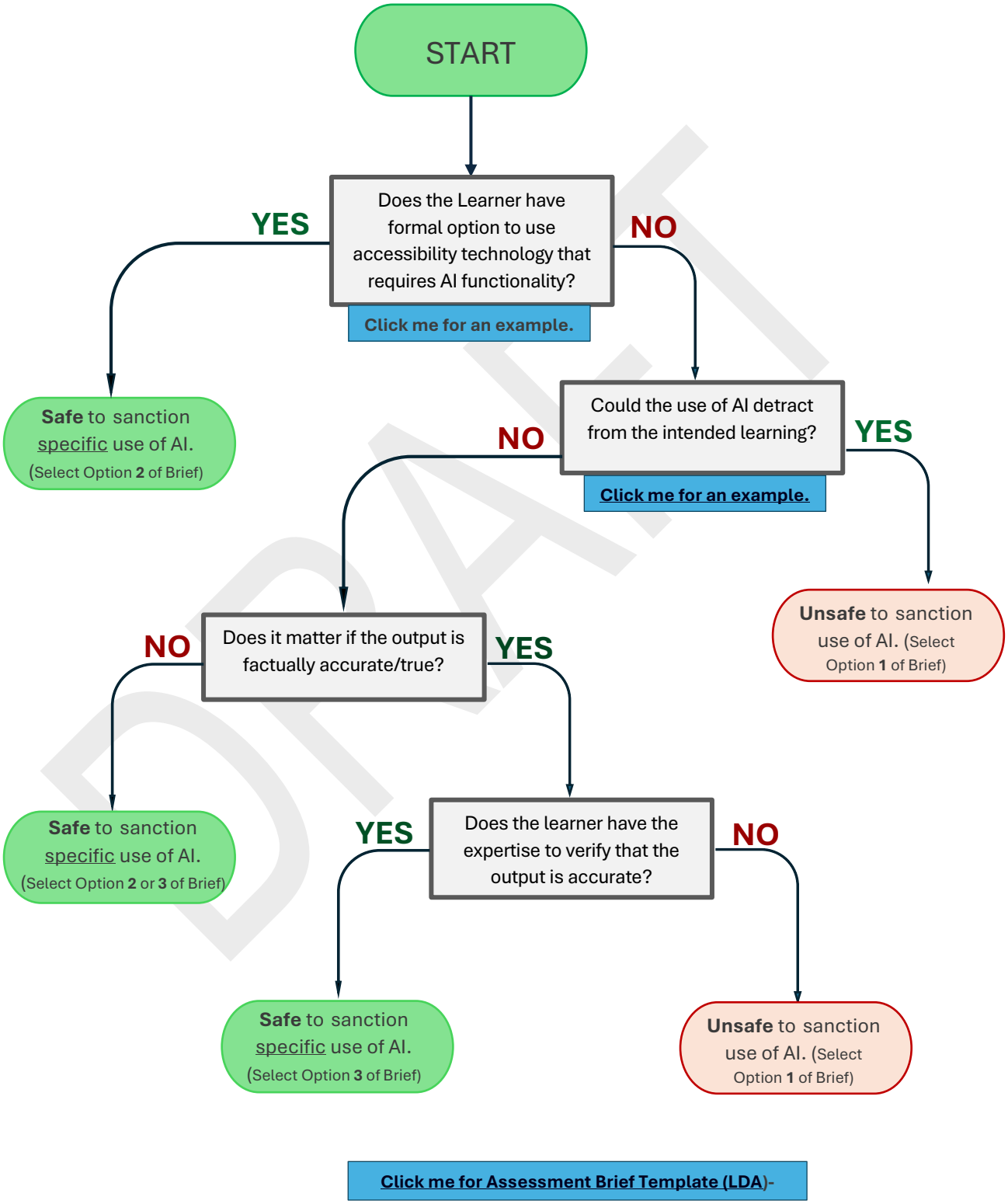
Process Flow for Sanctioning Use of AI Technology by the Learner in FET Context.



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Click me for Assessment Brief Template (LDA)-

The preceding process should be applied as part of the assessor's course design and particularly in relation to instructions to the learner prior to assessment events. This can be done by way of the assessment brief for locally devised assessment or by ANOTHER MEANS where Assessment Instrument Specifications are used. Ultimately, the designated assessor will have the responsibility to:

- Consider the Process Flow when devising/setting assessments.
- Give clear information to learners with regard to the options for reference materials including the use of AI technology.
- Ensure that learners are aware of the procedures and consequences in relation to academic misconduct, plagiarism and the unsanctioned use of AI technology in assessment submissions.
- Apply the recommended steps in terms of assessing submissions for plagiarism or unsanctioned use of AI and consistently apply the recommended process where there are concerns regarding a submission.

4. AI and Accessibility-

In recent times there has been an increase in the recognition and diagnosis of specific learning difficulties and neurodiverse learners and as such, an increased awareness of the need to create accessible content. Coupled with this awareness is the legislative responsibility to ensure accessibility to a wider array of learner profiles and the everyday use of tools like assistive technology will become more commonplace in FET classrooms. The WWETB Learner Support Function will assist learners who require or wish to apply for supports to assist with a specific learning need or difficulty. (Contact rosalindthreadgold@wwetb.ie or joannpower@wwetb.ie).

The following **(Table A)** is a list of circumstances that pertain to accessibility, where use of AI technology could be used if the learner has a verified specific learning difficultly/need and prescribed support to offset that difficulty as part of the formal WWETB learning support strategies.

DRAFT

Prescribed Technology	For Support With	AI Technology Feature.	Application in Teaching and Learning	Application In Assessment
Live Scribe Smart Pen (or similar).	Confirmed cases of dyslexia or attention deficit disorders.	Records audio in note-taking scenarios. AI is used to convert handwritten text to digital text which is editable & searchable.	Used (through reasonable accommodation process) and with full disclosure to record teaching content as a supplement to learner's own notes for later reference.	Converted text can be used as a study aid and for reference. Technology not generally applicable in assessment scenario otherwise. (See process Flow for sanction).
Grammarly, MS Editor (or similar spell-checker/grammar checker, text clarity checker.	Dyslexia. Low literacy levels. Autism Spectrum.	Scans text for errors or improvements to clarity etc. Can make tonal suggestions for content (more assertive, more formal, more empathetic etc.	Can be used in conjunction with MS Office. Can assist learning in improving the readability of their classwork, class notes, written interactions etc.	Used (through reasonable accommodation process) to improve clarity of written work. Learner's own work prior to applying Grammarly/MS Editor **AI tonal feature** should **also be submitted** and AI tonality editor **should be referenced.**
Microsoft Office Dictate- Or similar Speech to text software	Dyslexia or mobility/manual dexterity issues.	AI has greatly improved the accuracy of speech to text software.	Can be used to create text documents.	Can be used to create text documents for submission. Should be the learner's own work. Other sources should be referenced.

Table A: Examples of AI functionality within Accessibility Technology Tools.

DRAFT

5. Example of Case Where Ethical Use of Generative AI Might be Sanctioned in Assessment Scenario.

The following example is by way of suggestion only and not intended to serve as an automatic endorsement of the use of generative AI in the assessment context given. The respective assessor retains the responsibility to set the parameters for the learners in an assessment context in line with Section 3 of this document.

Module: 5N1910 Web Authoring

Learning Outcomes:

1. Discuss the development of HTML and CSS to include the evolution of each version of the standards.	**8.** Employ HTML tags in the construction of web pages and sites for an identified audience that conform to W3C standards and correspond to a given design.
2. Comment on the use, purpose and attributes of a range of HTML tags and the web browsers that support their use.	**9.** Use CSS in the construction of web pages and sites for an identified audience that conforms to W3C standards and correspond to a given design.
3. Explore the currently available development and editing tools for generating HTML tags and CSS style sheets.	**10.** Test website functionality to include an examination of browser compatibility and the resolution of any functional issues encountered during testing.
4. Discuss the principles of good website design to include target market, site objectives, navigation solutions, site structure, user interface and access speeds.	**11.** Recommend a course of action for the future upgrading, maintenance and testing of a website.
5. Investigate currently available web authoring tools to include desktop publishing programs, website management systems and webpage builders.	**12.** Employ HTML and CSS code generators and evaluate their merits.
6. Discuss the maintenance of evidence for a web authoring project to include documenting relevant research, hardware and software specifications and website evaluation.	**13.** Work independently to design, implement and maintain webpages independent of ISPs and web browsers.
7. Plan an appropriate design and user interface for a specified website to include documenting each stage of the development process and the selection of an appropriate web authoring tool.	**14.** Apply the principles of good website design in the creation of web pages and web Site.

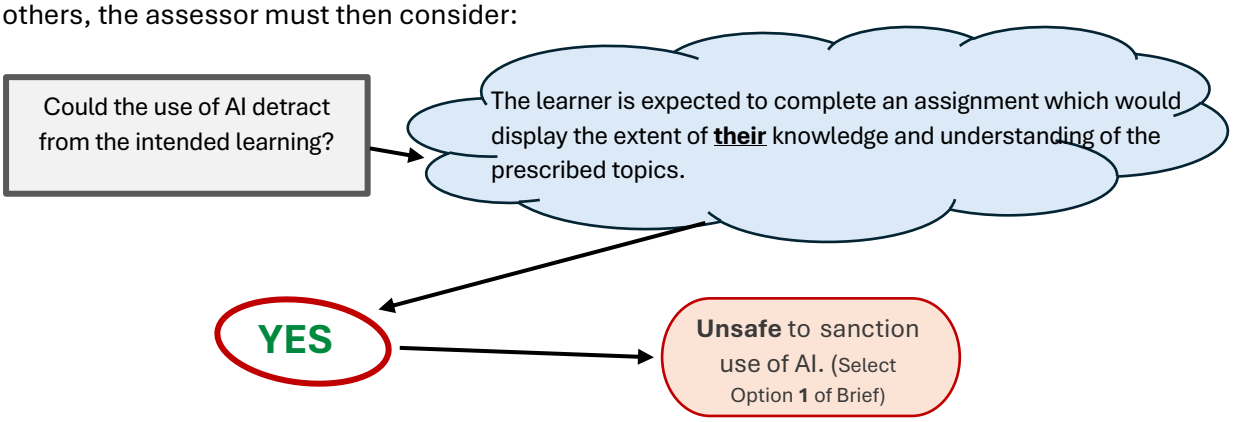
Assessment Methods:

Assignment- 30%. Project- 70%

Assignment- 30%

For the Assignment, the learner is asked to: ***'complete an assignment to include evidence that demonstrates an understanding of the following'***. (An extensive list of industry-related terms and concepts is given).

Applying the Process flow suggested in Section 3 the assessor must first confirm with the Programme Coordinator whether there are learners in the group that have been granted access to certain technologies with AI functionality as a reasonable accommodation measure. For all others, the assessor must then consider:



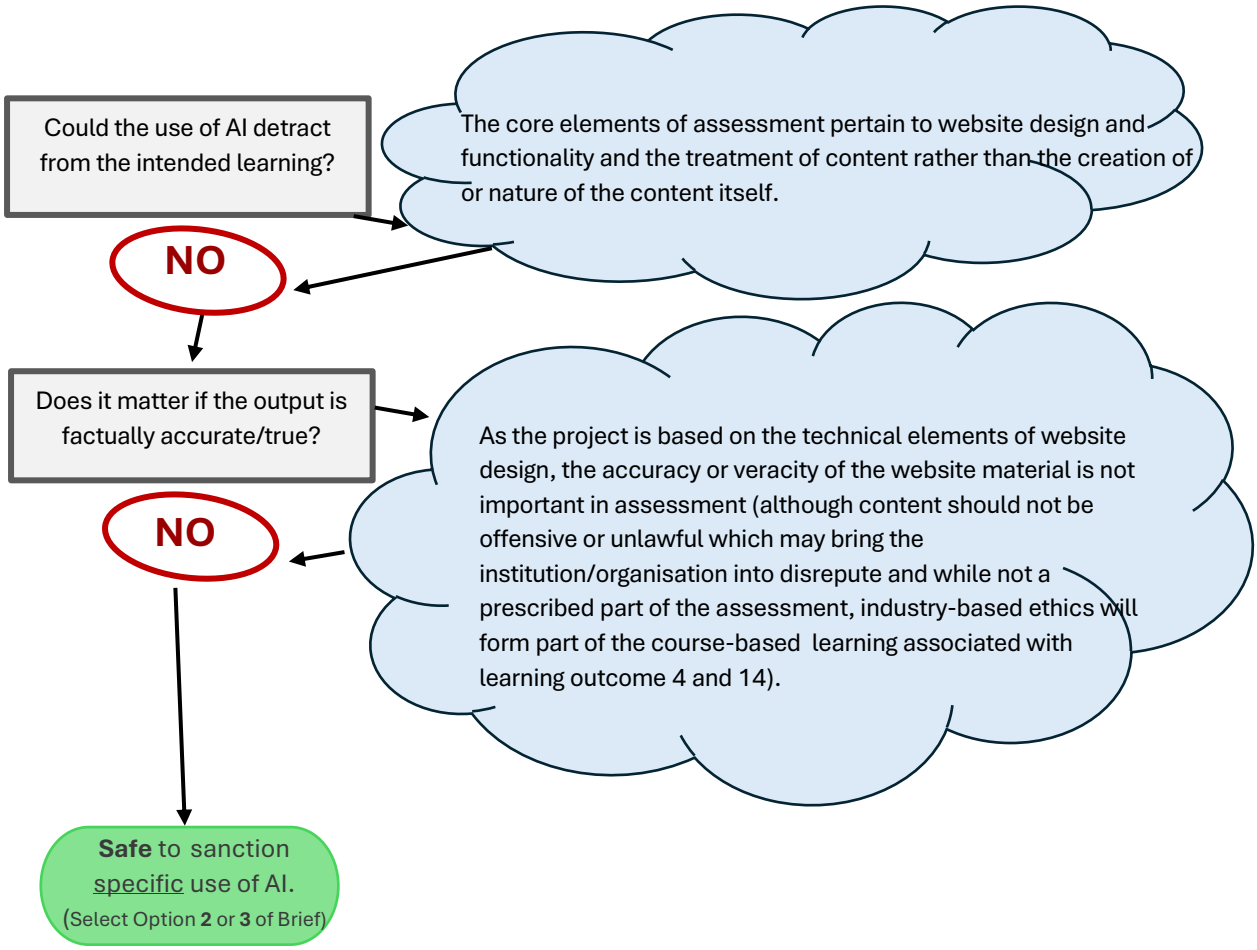
Therefore, the brief would show (for learners other than where there is the aforementioned Reasonable Accommodation):

Can I (the learner), use AI for this Assessment?	
Assessor Option	**Assessor decision**
4. The use of Artificial Intelligence (AI) software is **not** permitted in any way by the learner for this piece of assessment.	Option 1 ✓
5. The use of Artificial Intelligence (AI) software is permitted but only in the instances selected by the assessor, and the specific use **must be referenced** in the learner submission: c. Use of AI has been mentioned by the assessor in Section 2 as acceptable for **specific** elements. ☐ d. Use of AI for specific purpose has been formally agreed by Programme Coordinator and Learner for reasons of reasonable accommodation. ☐	Option 2 ☐

6. The use of Artificial Intelligence (AI) software **<u>is</u>** permitted for all or any part of this assessment.	Option 3 ☐

Project- 70%

For the Project, the learner is expected to engage in an industry-type brief leading to the production of a functioning website. The project could be seen as skills-based and will require the learner to show their acquisition of the following skills which are best summarised in the marking criteria. While text and images must feature in the website design and principles of good design should be applied to them, the specific nature or quality of the content does not form part of the assessment criteria, the learning outcomes or the indicative content (pages 7-12). Therefore, the use of Generative AI for the purposes of creating content for the website project could be seen as not detracting from the intended learning as:



The selection on the brief page would be as follows with specific guidance on the sanctioned use of generative AI detailed in the brief:

Can I (the learner), use AI for this Assessment?	
Assessor Option	**Assessor decision**
1. The use of Artificial Intelligence (AI) software is **not** permitted in any way by the learner for this piece of assessment.	Option 1 ☐
2. The use of Artificial Intelligence (AI) software is permitted but only in the instances selected by the assessor, and the specific use **must be referenced** in the learner submission: e. Use of AI has been mentioned by the assessor in Section 2 as acceptable for **specific** elements.✓ f. Use of AI for specific purpose has been formally agreed by Programme Coordinator and Learner for reasons of reasonable accommodation. ☐	Option 2✓
3. The use of Artificial Intelligence (AI) software **is** permitted for all or any part of this assessment.	Option 3 ☐

Note: The Assessor should be clear about the details regarding the sanctioned use of AI in Section 2 of the Assessment Brief.

Appendix 2 : Assessment Brief Template- Levels 4-6

Assessment Brief

Section 1: Assessment Details.

Centre Name:	Click or tap here to enter text.	**Centre Number:**	Click or tap here to enter text.
Module Title & Code:	Click or tap here to enter text.	**Level:**	Choose an item.
Assessor Name:	Click or tap here to enter text.	**Learner Group:**	Click or tap here to enter text.
Assessment Title:	Click or tap here to enter text.	**Assessment Technique:**	Click or tap here to enter text.
Assessment Weighting (%):	Click or tap here to enter text.	**L.O.(s) Assessed:**	Click or tap here to enter text.

Assessment Criteria	Maximum Mark
Refer to the assessment criteria in the Learner Marking Sheet(s) of the programme module. You may wish to copy the assessment criteria directly from the Learner Marking Sheet and paste it into this table.	

Rialtas na hÉireann
Government of Ireland
Cómhaoinithe ag an Aontas Eorpach
Co-funded by the European Union
WWETB is co-funded by the Government of Ireland and the European Union.
Registered Charity Number 20083281
wwetb.ie

Note to Assessor:

Refer to section 11c of the programme module. Ensure that information entered here corresponds to the Learning Outcomes covered by this assessment. Explain what you require the learner to do in order to complete this assessment activity, in clear easy to follow steps.

Learners must have sufficient information and parameters with regard to content, presentation, format (typed/digital/video), referencing, bibliography, word count, font and font size for the assessment task. EXPAND THIS SECTION AS REQUIRED. INTEGRATE ASSESSMENT ACTIVITIES WHERE POSSIBLE

Section 2: Instructions to the Learner

Click or tap here to enter text.

Submission Deadline:	Click or tap here to enter text.
Marks:	Click or tap here to enter text.

Section 3: Academic Integrity	IMPORTANT!
Use of Artificial Intelligence:	

Artificial Intelligence (AI) refers to computer software that can solve problems or generate original text/graphics using the internet for source material or 'learning'. Examples of AI technology include; *ChatGPT*, *MidJourney*, etc.

Can I (the learner), use AI for this Assessment?

Assessor Option	Assessor decision
4. The use of Artificial Intelligence (AI) software is **not** permitted in any way by the learner for this piece of assessment.	Option 1 ☐
5. The use of Artificial Intelligence (AI) software is permitted but only in the instances selected by the assessor, and the specific use **must be referenced** in the learner submission: g. Use of AI has been mentioned by the assessor in Section 2 as acceptable for **specific** elements. ☐ h. Use of AI for specific purpose has been formally agreed by Programme Coordinator and Learner for reasons of reasonable accommodation. ☐	Option 2 ☐
6. The use of Artificial Intelligence (AI) software **is** permitted for all or any part of this assessment.	Option 3 ☐

I, the learner, understand that any suspected use of Artificial intelligence in my assessment submission, other than what has been specified above, will be considered **Academic Misconduct** and may result in me receiving **0 marks** for my assessment submission.

Signed (Learner):		Assessor Initials:	Click or tap here to enter text.

Authorship & Referencing:			
▪ I, the learner, understand that work submitted for assessment must be my own work. ▪ Any elements included that are copied/summarised from other texts, the internet or other forms of media have been referenced appropriately. (See Tutor/Teacher for further details). ▪ I understand what plagiarism is and that it is a form of assessment malpractice which can result in receiving **0 marks** for my assessment submission. ▪ I understand that submitting work as my own that has been in any part created by another is a form of assessment malpractice which can result in receiving fail grade for my assessment submission. (Except in the case of specified group assignments).			
Signed (Learner):		Assessor Initials:	Click or tap here to enter text.
Feedback:			
▪ I confirm that feedback was offered in relation to my assignment.			
Signed (Learner):		Assessor Initials:	Click or tap here to enter text.
Date:	Click or tap here to enter text.		

Appendix 3: Submission Authenticity Checklist

Submission Authenticity Checklist- (Use of AI)		
Note to Assessor: Use this form to confirm indications pointing to unsanctioned use of generative AI in a learner's assessment submission. Form assists next stage of the process- (either a 'Courageous Conversation' or Malpractice Procedure). This form may be used in conjunction with a Turnitin report. Final decisions regarding authenticity of a learner submission can be based on one or all of the following components: ▪ Turnitin Report ▪ Authenticity Checklist ▪ Interview with Learner- Courageous Conversation. *It is important to note that generative AI detection programmes can occasionally report false positives. It is important to use all information to hand in a considered way and where possible to endeavour to employ more than one of processes listed above.*		
Section 1: Areas for Consideration by the Assessor (Positive Answers to the questions below may indicate use of AI).	Indicates use of generative. AI	Indicates Learner's own work.
1a- Consistency with prior Learner work: Comparison with other work submitted by learner for consistency where possible- (lack of consistency in the manners outlined below indicate possible use of generative AI): • Is the general level of English indicated in the submitted piece inconsistent with other work the learner has completed on the course (e.g. class work)? or • Is the tone and style of writing inconsistent with other work the learner has completed on the course (e.g. class work)? or	☐	☐

• Are there complex terms or words in the submission that it might be unlikely that the learner would know/use? (This can be confirmed either way during a 'Courageous Conversation').		
1b- Response to Criteria for Assessment: Comparison with the learner submission and the requirements of assessment. • Is there a notable imbalance/discrepancy between what was required in assessment and what the learner has produced such as: ○ Much more detail than what was required or what was covered for all or certain elements- or ○ A skewed emphasis in the submission- or ○ A lack of reflection, critical thinking and concrete examples on the subject matter that the learner has been expected to draw upon for the submission.	☐	☐
1c- Questionable Facts and inaccuracies: Are there examples of any of the following types of inaccuracies and inconsistencies in the learner submission: • Geographical anomalies such as reference to countries and jurisdictions not studied by the group or relevant to the course. • Reference to outdated information. • Source references that do not exist/ cannot be found. • Inaccurate facts and claims.	☐	☐
1d- Other Markers for supplementary consideration: • Repetitive writing and phraseology.	☐	☐

• A 'monotonous' tone in the document, lack of 'human feel' to the writing, very formal, lack of 'author voice'. • No grammatical errors or typos. • Some Gen. AI. Tools use very distinctive formatting for answers such as Chat GPT (Sans serif font, inclined to use no indentations, large spaces between short paragraphs etc.). Are these present? • Characteristically Gen. AI inclusions such as 'So glad you asked!' or the AI tool self-referencing. • Unusually long sentences. • Positivity bias and an inclination towards unnecessary altruistic inclusions.		
Section 2: **Overall Assessor Decision**	Submission contains indications of use of generative. AI	Submission indicates Learner's own work.
Base decision on the criteria above. If two or more of the boxes from Section 1 are checked. This indicates likely use of generative AI in the assessment submission.	☐	☐

Learner Name:	
Module:	
Assignment name/reference:	
Assessor Name:	
Assessor Signature:	

Appendix 4: Guide to 'Courageous Conversations' and Suspected Assessment Malpractice Interviews.

Academic Integrity and the FET Learner

Academic Integrity is a commitment to act honestly, fairly and with responsibility during the process of teaching, learning and assessment. This commitment incorporates everyone involved in the process, the learner and the practitioner. WWETB is committed to ensuring that there is optimum authenticity in the assessment process and that any assessment event constitutes as a fair and reliable barometer of learning acquired by the learner during the teaching and learning process, and of learner effort in the context of the assessment event.

WWETB endeavours to support the learner throughout their learning journey with the organisation and this includes supporting learners to be successful at formal assessment formal assessment stages where part of the learner's course. The prospect of assessment can be daunting for all learners to varying degrees and it is important that learners are aware **from the outset** of their course:

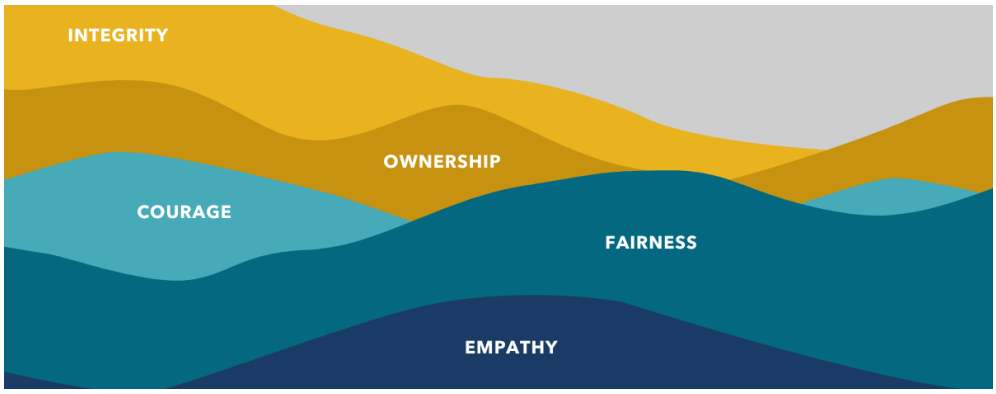
- If there will be formal assessment events as part of their WWETB course.
- At what point in the course the assessments are likely to take place.
- In what format the assessments will likely be.
- The general responsibilities of the learner for an assessment event in terms of Academic Integrity and meeting the requirements assessment brief.

Assessors should consult the WWETB Guide to Academic Integrity for guidance regarding supporting the learner in their responsibilities for academic integrity and should further consult the WWETB **Guide for Safeguarding the Authenticity of Further Education and Training (FET) Assessments in WWETB. (***Including the use of Artificial Intelligence technology (AI))*. for guidance regarding the WWETB FET approach to supporting authenticity in the assessment process. This document presents a six-tiered approach to safeguarding authenticity which includes the application of 'Courageous Conversations' and guidance on where and how the WWETB Assessment Malpractice Procedures are applied.

Courageous Conversations

The history of 'courageous conversation' is rooted within strategies to progress racial issues and ethnical equity, but the principles of courageous conversation have been applied to many different contexts. At the core of a courageous conversation is engagement, truth and respect. Speaking with a learner about the authenticity or integrity of their work can be a difficult topic, particularly if there is contention regarding same. It is important that a learner is made aware that a 'courageous conversation' in relation to their work comes from a place of support, improvement and learning.

The courageous conversation will comprise of the assessor having a frank but non-judgemental conversation about the learner work and encouraging the learner to reflect on their submission/impending submission with regard to its conformance to the principles of academic integrity, responsibility, honesty and fairness.



Holding a 'Courageous Conversation with a Learner	
Why	A conversation is held with a learner where doubts emerge about the integrity/authenticity of a learner's submission for assessment or a potential submission for assessment (e.g. a pre-submission draft). Such doubts might occur where an assessor perceives a piece of work to have been: ▪ copied or plagiarised in some way ▪ where there has been unsanctioned use of generative AI. ▪ Where a piece of work (craft or skills-based) is perceived to potentially not be wholly the learner's own work. (These doubts may or may not be further corroborated by detection software at the Assessor's discretion).
When	There are two occasions when a courageous conversation process might be conducted: ▪ Before the submission deadline- Where aforementioned doubts arise prior to submission, for example as part of a formative feedback process, draft etc. ▪ After the submission deadline- Where the assessor experiences doubts about the authenticity/integrity of a submission during the correcting process. (It is important to note that there may be barriers to conducting the process after submission deadlines such as time constraints if very close to the course end etc. Bypassing the process will be at the discretion of the Programme Coordinator/FE Principal. (FE Principal may designate to relevant Programme Coordinator).
Who	The Assessor initiates the 'Courageous Conversation' process by informing the Programme Coordinator/FE Principal (or person with programme coordination duties designated by the Principal) by e-mail for record. The Programme Coordinator responds to confirm that: A) The process can happen for the learner or, B) The process **can not** happen for one or more of the following reasons: i. The Learner in question has already been afforded the process earlier in their course (a learner should not be engaged in multiple 'Courageous Conversations' on the one course). ii. There are valid time or operational constraints that may impact the integrity of the process. iii. An other valid reason impacting the validity, fairness or integrity of the process.
How	There should be a formal record of the process which will include the following: ▪ An initial email from the Assessor to the Programme Coordinator and a response top same. ▪ A follow-up e-mail from the Assessor to the Programme Coordinator informing them of the outcome of the 'Courageous Conversation'. The Assessor will then arrange to meet with the learner one to one. This is arranged by e-mail **and** via phone or face to face. **The Conversation**

	Set the Tone: (Assessor): Tell the learner that you have set aside the time to have an open and honest conversation about their work (submission/potential submission). Tell the learner that you want to support them in getting the most out of the assessment process and ask to be honest during the conversation as dishonesty might lead to a more formal process and a less favourable outcome. **Discuss the learner work:** Ask the learner to discuss how they have completed the assessment work to date, their methods for researching, writing (or any other relevant techniques). Ask the learner to confirm what they know about their responsibilities for submitting authentic work that is their own and referencing work from any other source. If applicable, ask the learner if they have used any forms of AI and how they have been used. **Relay your general concerns**: Tell the learner about your general concerns with the submission (potential submission). <u>It is best not to be too specific here as some of the characteristics that indicate a lack of authenticity may be better disclosed at a formal malpractice investigation stage if this occurs.</u> **Give the Learner their Options:** Discuss with the learner how they can move forward from this point. They have options as outlined below and it is the learner's prerogative as to which route they wish to take.
What	The learner makes the decision on what occurs after the 'Courageous Conversation'. They have two options: **Option 1: Rectification** The learner may take the opportunity to address some/all of the concerns identified regarding their submission/potential submission. The outcome of this depends on when the 'Courageous Conversation' is held. If the process takes place: **Before the submission deadline:** The learner can use the time left before submission deadline to fully address the concerns. The Assessor then makes the decision during correction stage if the concerns have been adequately addressed. If the have not been adequately addressed, the submission should be dealt with by way of the WWETB FET Assessment Malpractice Procedures. **After the submission deadline:** The Learner can be given up to 5 days, inclusive of weekend days to rectify and resubmit the assessment piece. They should be made aware that the resubmission will be treated as a Repeat Assessment and the grading will be capped at a pass. If during correction of the re-submitted piece the original concerns have not been adequately addressed, the submission should be dealt with by way of the WWETB FET Assessment Malpractice Procedures. **Option 2: Proceed** The Learner may opt to proceed with their original submission/intended submission without addressing the Assessor's concerns. If the learner opts to do this the submission should be dealt with by way of the WWETB FET Assessment Malpractice Procedures.

Suspected Assessment Malpractice Interviews (Plagiarism).

There are multiple forms of assessment malpractice or misconduct as outlined with the WWETB FET procedure relating to assessment malpractice.

Quality Assurance - WWETB - ASSESSMENT MALPRACTICE.pdf - All Documents (sharepoint.com)

This section of this guide offers guidance to FET provision personnel on holding formal interviews with learners as part of the investigative process associated with establishing if a learner has submitted plagiarised material in their submission. WWETB considers the unsanctioned use of AI as a form of plagiarism (see Section 3 of 'Safeguarding the Authenticity of FET Assessments in WWETB').

Note: To ensure the judicious application of the procedures associated with WWETB formal assessment it is imperative that learners are made aware from the outset of their course of their responsibilities during assessment events. Learners should be supported to have full understanding of the importance of their sign-off of Assessment Briefs (authorship statements etc.), of their responsibilities with regard to referencing sources etc. There should be demonstrable evidence that important support documents have been made available to all learners such as:

- A Learner's Guide to Academic Integrity (ETBI 2023)
- The FET Referencing Handbook (ETBI 2019) (NFQ levels 4 to 6)
- FET Academic Writing Handbook for Learners (NFQ levels 4 to 6).

When a learner submits a piece of work for assessment there are a number of ways that the authenticity of the submission can be checked. This part of this guide focusses mainly of text-based submissions as generally speaking, it is this format that presents as most commonly exploited in terms of plagiarism and dubious authenticity. Prior to a formal interview with a learner as part of an investigative and decision-making process, a test-based submission can be checked for authenticity by way of:

- Turnitin (Plagiarism and AI Checker) (Available for programmes at level 5 & 6)
- Submission Authenticity Checklist (AI) (See Appendix 1)
- Other valid means such as internet search results etc.

The following table serves as a guide to holding an interview with a learner in cases where it is suspected by the Assessor that a Learner has acted with poor integrity or authenticity in respect of an assessment submission.

Holding a formal Malpractice Investigation Interview with a Learner (Plagiarism).	
Why	As part of the WWETB Assessment Malpractice Procedure, where an Assessor has a concern that a learner submission contains plagiarised elements (including use of generative AI), an investigative process is used to inform a final decision. This investigative process may include: ▪ A personal log/statement from the learner ▪ Peer reports/statements. ▪ Independent Testimony ▪ **A Learner Interview** (Questioning).
When	The Programme Coordinator/FE Principal/person with responsibility for the programme should be formally notified as soon as possible in writing (inclusive of e-mail) of the alleged assessment malpractice. All notified alleged assessment system malpractices must be investigated. It is expected that the investigation should be completed as promptly and as efficiently as possible except in exceptional circumstances which may take up to a defined timeframe (recommended timeframe: maximum of 40 working days) from the date of the notification to the Centre Manager of the alleged malpractice.
Who	The Centre Manager will decide who should undertake the investigation in consultation with his/her senior management team. It is recommended that at least two staff members are involved in the investigation and should include the Programme Co-ordinator (See Section 2- Definitions) and a Learning Practitioner with assessment experience (unless there is a conflict of interest, see 6.2.1). The Centre Manager/Programme Coordinator (or designated appropriate personnel) is required to co-ordinate the investigation. (See Section 6.2 of WWETB Assessment Malpractice Procedure).
How	The learner should be formally invited to attend the interview and they can be contacted by phone or face to face too to ensure that they are aware of the interview. The learner should be informed that the meeting is to discuss the integrity of their assessment submission. The learner interview is a formal process utilised to make a decision on the veracity of the learner submission. The learner deserves a thorough process in that regard and as such, the interview should be comprehensive, fair and should afford the learner a chance to give as much information as they can about their completion of the assessment. Questions asked of the learner may include: • How long did it take them to complete their whole process for responding to the assessment and how did they go about it? What was their approach to, and process for researching source information? What was their process for drafting and refining? • What sources did they consult? How did they decide what was most relevant? Have they/Can they provide a reference list? • Can they give a summary of their submission?

	• Can they talk assuredly about their key learnings? What do they see as the most important points that they made in their submission?
	• There may be specific elements that they could be asked to offer an explanation of, For example;
	  ○ Language that is out of character with other work they have presented.
	  ○ Unreferenced esoteric language or concepts or reference to technical elements or knowledge characteristic of the level of learning.
	  ○ Elements of the submission that are extraneous to the brief. Are there parts of the submission that don't conform to what the learner was asked to do? What is their explanation for this?
	  ○ Are there elements that seem out of context, for instance, facts provided that pertain to a less relevant jurisdiction?

What	Subsequent to the interview, what the 'investigators' have to do is to make a final decision on whether the submission exhibits signs of poor integrity, authenticity and as such constitutes assessment malpractice. It is not necessary to prove outright that the submission is wholly or in part plagiarised or AI generated. All that must be shown ultimately is that the submission and other examples of the learner's work are notably different and how so. This constitutes enough evidence to stand over a decision to assert that the submission is wholly or partly plagiarised. If malpractice is confirmed, the submission should be graded as '0' marks and the formal paperwork in the procedure should be completed for both the learner and for the authentication process.

Appendix 5: Guide to Authentic Assessment in Further Education (LDA)

Academic Assessment

In the context of Further Education and Training provision, **'assessment'** refers to the systematic practice of applying a variety of methods and tools to evaluate, measure and document the attainment of learning by the learner. **'Learning'** could be described as the process of acquiring new understanding, knowledge, skills, competencies, values and behaviours. In order for assessment to dependably measure the learner's acquisition of knowledge and skills, it is incumbent on educational and training providers that our assessment processes are rigorous, consistent and **authentic.**

There are several risks to the validity of the assessment process. For example:

- The requirements of assessment sufficiently representing and meeting the standards of certification,
- Clarity and specificity,
- Assessor bias
- 'Hidden assessment'. Inadvertent test of skills not relevant to the Learning Outcomes.
- Consistent application of evaluative and measurement tools and techniques
- **Authenticity**

Both the Assessor and the Learner have a role to play in the authenticity of the assessment process to ensure valid assessment. The Learner holds a responsibility to ensure that they submit genuine evidence of their knowledge, skills and competencies and refrain from representing others' work as their own including unsanctioned use of generative artificial intelligence, use of essay mills, plagiarism, etc. This document serves as a guide to supporting authenticity in an assessment method and utilising approaches that will encourage learners to submit responses that display their own genuine acquisition of learning.

Principles of Authentic Assessment and Application

The FE assessor is bound by several factors in the development of an assessment event:

- **The Assessment Method**

FE Assessor must use the prescribed assessment method documented in the Module Descriptor. The assessment method is established by the Award Specification and cannot be changed by the Assessor or the Provider. For example, if a Module Descriptor states that assessment should be by way of an Examination, and Skills Demonstration and an Assignment, then each should be developed by the assessor to assess the achievement of the learning outcomes.

- **The Learning Outcomes**.

The Learning Outcomes (LOs) are an inherent component of the Award and the prescribed standard for same. Each LO must be appropriately provided for in the teaching learning and assessment plan. Learning outcomes cannot be changed or omitted. The educational provider does have scope however by way of a formal process, to ascribe LOs to another assessment method within the Module Descriptor. (Contact the QA Team regarding such proposals).

- **Mark Weightings**

The weighting of marks as ascribed in the Module Descriptor should be followed. The only exception to this is as described above where a formal process could be undertaken by the provider where an LO will be evidenced as part of one of the other assessment methods prescribed in the Module Descriptor.

- **Specific Criteria for Assessment**

The Module Descriptor often sets out certain criteria that need to be provided for within assessment events. The assessor should ensure that the specific criteria is provided for in the respective assessment event.

Outside of the elements listed above the Assessor generally has reasonable scope to develop the assessment event and to utilise the principles of authentic assessment which could be listed as:

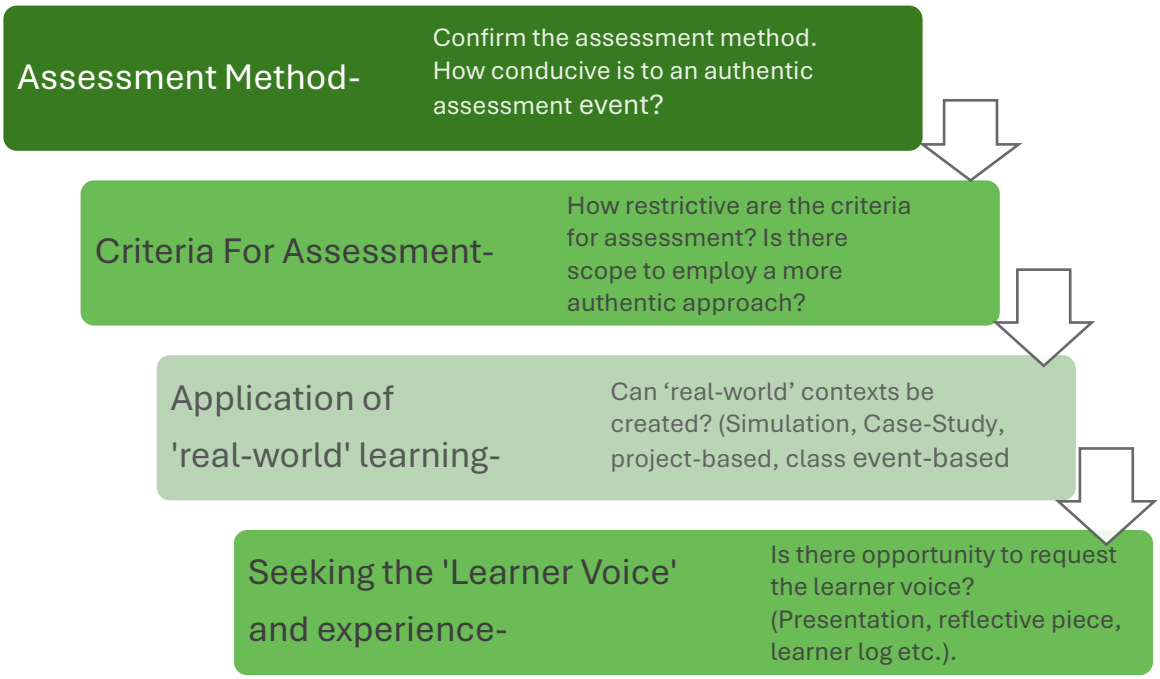
- Relevance and specificity
- Representative of 'real-world' type application of learning
- Transparency
- Deep Learning and Meaning

- Value-imbuing, personalised and reflective.

Developing Authentic Assessments

Certain conditions can contribute to more authentic assessment responses. Certain skills demonstrations for example, could be viewed as a very authentic form of assessment, particularly where they happen in a very controlled environment where the assessor can view the learner undertaking the skill. Exams too, (while often considered a high-pressure situation often inadvertently testing other learner competencies and aptitudes), offers a reasonable opportunity for an authentic assessment response from the learner in terms of their readily accessible knowledge. The risk of receiving less authentic responses is increased in other formats of assessment, most notably, the academic assignment (depending on its design). Computer technology has given us faster than ever access to an enormous breadth of information by way of the internet. Additional computing tools such as the ability to copy and re-format text efficiently means that the process of finding information and passing on in another format has never been easier. While these advancements are in the main, hugely positive, they pose a significant issue in terms of copyright infringement, misinformation, and plagiarism.

In assessment instances where we requiring learners to ***provide*** information, it may be possible to create a more authentic assessment by asking them to ***apply*** relevant information, thus incorporating the provision of the relevant information into a context that would also demonstrate the learners' comprehension and proficiency.



Examples of Authentic Assessment Techniques

Applying 'Real-World' Contexts.

- Simulation
- Primary Research
- Case Study
- Presentation
- Exhibitions/Demonstrations
- Interview

Applying Reflective Practice.

- Reflective Writing
- Critical Review
- Journaling
- Blogs/Vlogs
- Report on class event (Trip/Speaker etc.)

- Avoid assessments that ask the learner to provide or summarise information. Endeavour instead to require the learner to apply or use key information.
- 'Real'-world scenarios often give context to assessments that require the learner be more immersed in the assessment activity. It may even be better to not use a highly publicised scenario and instead use a fictional one, (which might be based on a real one). This should require the learner to apply the particular facts and circumstances within their assessment response. (A highly publicised scenario may be easier for an AI tool to assess, summarise and make conclusions on).
- Preface the assessment activity with some preparatory work in class that informs the assessment. This could include:
    - A class project or event.
    - Group work activity.
    - A simulation.
    - A discussion or debate
    - A field trip or an invited speaker.
- Consider using diverse methods to supplement the information submission process. For instance:
    - The learner gives a short presentation to a). the class or b). the teacher tutor (live or recorded) in which they present their piece of work and key findings. (it would be good to show learners a paragon example of this).
    - The learner undergoes a brief interview on their submission. They would be aware of the questions beforehand but cannot 'read' their answers at interview and would be graded as per the marking scheme receiving an average figure for their written and verbal submission.
- Consider requesting primary research such as vox-pops, surveys, focus groups, observation logs etc.
- Include performance-based assessments, simulations, and real-world projects to reduce reliance on AI-generated content and mitigate validity threats.

The following are general examples of how a prescribed assessment might be tailored to elicit a more authentic response than a standard assignment which just asks the learner to provide information. It should be noted that the examples given **are just for illustrative purposes**. They have not been tested or applied in a real assessment scenario. They have not been vetted by an external examiner. When devising assessment to generate a more authentic response, consider the following:

Example One:

5N0690 Communications
Structured Report- 15 marks **1000 words.** • Report well structured, detailed, balanced, uses impersonal language, good interpretation of terms of reference • Research is comprehensive, relevant, variety of sources acknowledged and critiqued through references and bibliography • Key issues discussed and explained with clarity, objectivity, evidence of original thinking and supported with visual aids • Findings presented clearly and in own words, recommendations/ conclusions show evidence of critical thinking and in-depth analysis · • Fluent writing, well expressed, extensive vocabulary, freedom from minor errors in spelling, grammar and punctuation.

Suggestion for Assessment Criteria to promote authentic assessment:

For this Assignment you are asked to focus on the vocational area of your overall award. Within that vocational area, identify the three main health and safety concerns. Carry out a piece of research that will allow you to write a report entitled **'An Exploration of Health and Safety Concerns in** (Vocational Area)'.

Research Topic and Desk Research: Select what you consider to be the three most important Health and Safety factors in your chosen area/sector. Base your choice on research of the following document types relating to your sector (You may ask your teacher for more guidance):

- A Sectoral Report- (Fully reference in your report)
- An Academic Journal- (Fully reference in your report)
- An Academic Research Paper- (Fully reference in your report)
- Another relevant source if approved by your Communications Teacher (Fully reference in your report). **3(0) marks.**

Primary Research: Create a survey and identify <u>at least three</u> people to participate in a:

- Recorded discussion (participant should be anonymous).
- Survey with structured questions for the participant to complete (participant should be anonymous).

The participants should belong to one of the following profiles.

- At least one person working within the sector.
- At least one person who is a service-user within the sector
-

Your survey should allow you to obtain the following information:

- Their experience of the identified (as per your desk research) Health & Safety concerns.
- Their thoughts on the identified (as per your desk research) Health & Safety concerns.

Your report should give details of each participant but no details that would allow them to be identified (real names of individuals or names of facilities they work in/attend/use). The survey will form part of your 1,000-word report but the responses do not (although they should be included in the submission). **6(0) marks.**

Findings & Conclusion: When you have your survey information, you will review the thoughts and experiences of your survey participants to answer the following questions:

- Were there any consistencies or differences in the participants experiences or opinions?
- Does the current health and safety H&S) legislation address their specific needs?
- Are there any changes that could be made to H&S legislation, or procedures associated with the legislation, that might make it more effective? **6(0) marks.**

Example Two:

5N2006 Nutrition
Assignment Assignment 2 will provide evidence of learning Outcomes 6,10,11,14,17,22,28,30 The second assignment must focus on the nutritional requirements of individuals or groups. The Learner will investigate the dietary requirements of specific individuals or groups. They will devise suitable menus, outline the rationale for their selections, include underlying nutritional theory, make recommendations and present a conclusion. The Learner will submit a report with supporting documentation as part of the evidence. Evidence for this assessment technique may take the form of written, oral, graphic, audio, visual or digital evidence, or any combination of these). Any audio, video or digital evidence must be provided in a suitable format. All instructions for the learner must be clearly outlined in an assessment brief

Suggestion for Assessment Criteria to promote authentic assessment:

This Assignment could be presented as a caseload for a Nutritionist comprising of 8 specific case studies each based on the demographic profiles given in the Module Descriptor. The requirement of

the learner for each case study will be similar and the overall learner report comprising the 8 case study responses could be corrected by way of a rubric. (30 marks for assignment).

Case Study- Jean (Adult)- Dunmore. (This case study is No. 1 in a series of 8)

Jean is a woman in her 50's from Dunmore who requires a healthy eating plan to improve her health. Recently diagnosed with Type 2 diabetes and high blood pressure, she also has to navigate a complex array of food allergies, including gluten and dairy. Jean enjoys most foods but particularly likes certain foods like pizza and pastas, red-meat meals and the occasional Chinese takeaway. She has a moderate to high level of alcohol intake, mainly confined to the weekends and she says that she rarely eats chocolate or crisps during the week but on Friday and Saturday she treats herself to 2 125g bags of crisps and a 2L bottle of Pepsi. She says she might find it difficult to go without these types of meals. Jean says she rarely buys fruit. Acting as her nutritionist and recognising the need for a balanced diet that manages her conditions and respects her allergies, you are required to:

- Conduct a short analysis on Jean's current diet and identify any concerns.
- Devise a suitable weekly menu for Jean taking into consideration all of the above.
- Give a detailed rationale for each meal and food-type selected in the context of Jean's needs and preferences.
- Reference using the Harvard Referencing style any and all sources of information used.

Appendix 6- Note to Learners on Plagiarism and Use of Artificial Intelligence.

1. Welcome to WWETB

Dear Learner, welcome to your WWETB Further Education or Training course. We hope that you have a great learning experience with us and that you will be proud of all that you achieve as you learn and progress.

As an organisation we work tirelessly to ensure that your chosen course is delivered to the highest standards. We will endeavour to support you in as much as we can to ensure the best chance for your success. WWETB defines its core values as being:

- **Respect** (considering the rights and feelings of others).
- **Accountability** (taking responsibility for our actions and decisions).
- **Learner-Centred Approach** (striving for what is best for all our learners).
- **Quality** (Aiming for and maintaining high- standards in our provision)
- **Sustainability** (acting responsibly in terms of all resources and with respect to our planet).

We strive to uphold our core values in everything we do. As a WWETB learner, we would ask that you help us to create a culture that keeps these key values at the heart of our education and training provision.

2. Academic Integrity

As a WWETB learner, you hold a responsibility to act with *Academic Integrity*. **Academic integrity means acting in a way that is honest, fair, respectful and responsible in your studies and academic work.** Acting with *academic integrity* as you learn will serve as a great benefit to you as you learn. It will:

- Help you gain confidence in your own abilities as you learn and identify how you learn best.
- Build skills associated with learning on a course such as time-management, critical-thinking, focus and organisation.
- Lead to learning that you will be able to use and talk confidently about in a work or further education context.
- Lead to a qualification that you can be proud of and encourage you to succeed further.

How to Act with Academic Integrity

1. Attend your classes.

1. In order to engage in learning you need to be in class as much as possible. Missing classes can often mean missing out on valuable information and development of key skills.

2. Respect the instructions of your Teacher/Tutor/Instructor.

2. They are trained and experienced and will help you succeed on your course. Respect their style of delivery and the learning environment to are seeking to create.

3. Respect the learning process (for all).

3. You will likely be one person in a class group of learners. Ensure to respect everyone's learning journey and try to work with your fellow-learners to achieve better learning experiences.

4. Do your own coursework.

4. Take responsibility for the work you are supposed to do, both classwork and assessment work. Don't present someone else's work as your own. If you are not sure, or don't understand what you are being asked to do, talk to your Teacher, Tutor, Instructor or Coordinator. Take personal responsibility for your part of groupwork.

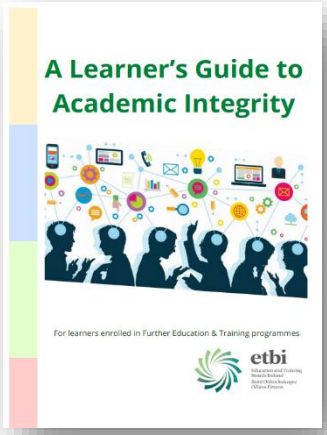
5. Use your own words and ideas.

5. - If you use ideas, words from any other source, you must reference these correctly. (See section 3)

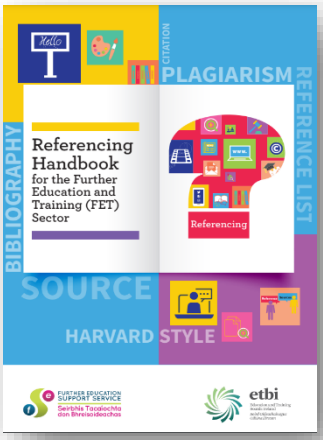
3. Plagiarism and Using Artificial Intelligence

Plagiarism means taking or copying someone else's work and passing it off as your own. Plagiarism is a form of academic misconduct and can lead to your work being graded as '0' marks. WWETB can support you with what is acceptable and what is not acceptable for a piece of assessment. Your Coordinator or Teacher/Tutor/Instructor can help you access resources that will help you take the right approach to your assessment submissions. You can show your knowledge of other pieces of work that you have learned from by using a process called ***'referencing'***. Referencing is the process of acknowledging the source of the information you have used (referred to) in your work. It helps to make clear to the reader how you have used the work of others to develop your own ideas and arguments. **You should not copy something from a book or the internet, without properly *referencing* it in your document.**

These two documents will help you to better understand both plagiarism and referencing:



This handbook is entitled 'A Learner's Guide to Academic Integrity and was published by 'Education and Training Boards Ireland (ETBI). It is available online using the following link: A Learner's Guide to Academic Integrity.



This document provides the FET Learner all the information they will need to know about how to correctly reference their sources of information in a piece of academic writing. It was published by the Further Education Support Service (FESS): Referencing Handbook for the FET Learner

Using Artificial Intelligence

Artificial Intelligence refers to technology that simulates human thinking and problem-solving skills. Generative AI software (such as ChatGPT, Microsoft CoPilot etc.) can generate text-based answers and solutions when guided by specific prompts. While Generative AI can be seen as a very useful tool with many applications, use of AI to create answers within a learning process can be a risk to the **authenticity** of the learning.

There may be times during your course when it will be ok to use Generative AI for the most part, it might be appropriate as at times, particularly during assessment, you will have to show what you have learned on a particular topic without relying on technology to create content for you. Either way, your Teacher/Tutor/Instructor will tell you what is acceptable and if you are in doubt at any stage about what you are allowed to do, just ask them. It is important to note that Generative AI tools sometimes 'create' facts and publish errors.

Making sure the Assessment process is **authentic** means that your learning is real, and your certification is trustworthy and reputable. Remember, you wouldn't like to be standing in front of a doctor who hasn't genuine knowledge of all things medical? Or ask a qualified mechanic to fix the brakes of your car if they are not themselves sure of the correct procedure? Or hand a child over to a childcare provider who relied on generative AI to answer all the questions on their course regarding keeping children safe?

Picture: Baffled Doctor.

Summary

What is Plagiarism?

In assessments, using infomration from another source without correct referencing is PLAGIARISM.

What happens if I Plagiarise?

Plagiarism is considered as 'Academic Misconduct' and will be penalised.

Is using AI Plagiarism?

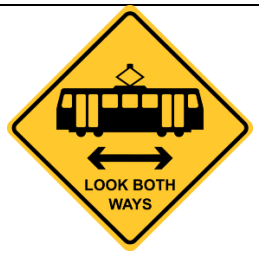
Using Generative AI without permission, either partially or wholly in assessment **is seen as Plagiarism.**

Who gives permission?

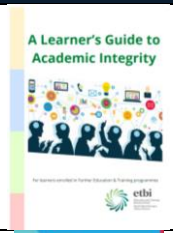
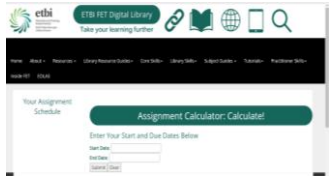
Your Teacher/ Tutor/Instructor will inform you to what extent, **if** any Generative AI could be used in an assessment event. Use must be correctly referenced

4. Some additional tips.

Here are some quick tips to help you be organised at assessment time:

	Try to stay organised. Find a system that helps you stay organised and remember information regarding your course. You could use phone reminders or notes in your phone or get a diary that you can record things in.
	**Be Aware.** Life is busy. It's easy to allow other things get in the way of your course commitments. Sometimes it's unavoidable. Try to keep with the pace of your course. If you feel you could be falling behind, try to address that sooner rather than later. Also, your Teacher/Tutor/Instructor might be able to help or advise.
	Writing and IT Skills. You may be comfortable with writing and/or using IT to work on assessment pieces. If you are not, make allowances for this. Again, your Teacher/Tutor/Instructor might be able to help or advise.
	Time Management Skills. Working on Assignments takes time and consideration. It's a process. If you don't start the process early enough, it becomes difficult to submit your best work. See this link to help you manage the time you need to create a better response to assessment. ETBI Digital Library – Assignment Calculator
	Stay Positive! Learning is never easy. There may be times on your course that you feel things are not working out. Try to stick with it. There may be help and supports that you can access through your Centre/College.
	Be Honest. No matter how bad things get or how behind you feel, don't be tempted toward submitting assessment work that is not your own or only partially your own. There is a good chance that this will be spotted by your Teacher/Tutor/Instructor, and you will likely receive 0 marks for your submission. If you are struggling, seek help within the Centre/College.

Support Resources

Resource Name	Description	Link	
A Learner's Guide to Academic Integrity	This resource is a guide for the learner as to the principles of academic integrity and has been developed as a reference for the FET Learner and is written in simple English. It is available as a pdf and there is a phone friendly version available (see QR code on the inside cover of the PDF version)	A Learner's Guide to Academic Integrity	
Academic Writing Handbook for Learners	This resource has been designed as a support for the learner who has to complete assignments. It covers aspects like research, using graphics, how to start your assignment, structuring an academic argument, proof-reading, references etc.	Academic Writing Handbook for Learners	
FET Referencing Handbook	The Referencing Handbook deals specifically with referencing conventions.	FET Referencing Handbook	
ETBI Digital Library-	This resource has been specifically designed to help the FET learner with ***Time Management*** when preparing to undertake assignments. Simply input the start date for the assignment work and the submission date and the Assignment Calculator will suggest when you should aim to have certain elements/stages of the work complete. It also explains each stage and how they might be approached. There are many other resources on the ETBI Digital Library that pertain to academic integrity.	ETBI Digital Library – Assignment Calculator Academic Integrity - Avoiding Plagiarism - LibGuides at Education and Training Boards Ireland, ETBI