



Academic Integrity and Assessment Standards Policy

(previously known as Academic Integrity and Assessment Malpractice Policy)

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1. Purpose

This policy sets out CMETB's approach to promoting academic integrity and responding fairly, consistently and proportionately to academic integrity concerns and confirmed academic misconduct in learner assessment.

1.2 Policy Context

CMETB is committed to promoting a culture of academic integrity in line with QQI Core Statutory Quality Assurance Guidelines, QQI Assessment and Standards guidance, the National Academic Integrity Network (NAIN) Framework and relevant awarding body requirements.

Academic integrity is not limited to the investigation of misconduct. It encompasses the design of assessment, learner support, staff development, quality assurance processes and continuous enhancement activities that promote honest, authentic and ethical learning.

2. Scope

The policy applies to learners and to staff involved in the design, delivery, conduct, assessment, quality assurance and administration of learner assessment within CMETB.

3. Assessment principles

Assessment is guided by validity, reliability, fairness, quality, authenticity, transparency and complementarity. Academic integrity supports trustworthy assessment and protects the value and credibility of awards.

4. Academic integrity

Academic integrity is based on the values of fairness, trust, honesty, respect, courage and responsibility. Learners demonstrate academic integrity by completing work ethically, acknowledging sources correctly and presenting authentic evidence of their own knowledge, skills and understanding.

CMETB promotes an educational and supportive approach to academic integrity while maintaining the integrity of assessment and protecting the value of qualifications. Learners, staff and CMETB share responsibility for supporting honest and trustworthy assessment practices.

4.1 Building a culture of academic integrity

CMETB recognises that academic integrity is promoted not only through the management of misconduct but through the development of an organisational culture that supports honest, authentic and ethical learning. Prevention, education, learner support and assessment design are central to this approach.

CMETB will:

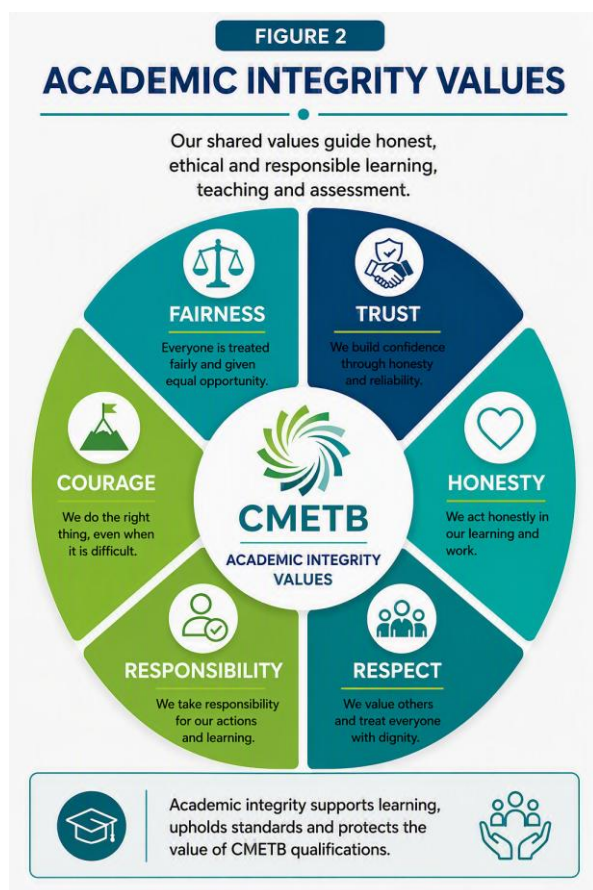
- provide learner induction and ongoing guidance on academic integrity;
- require completion of the CMETB Academic Integrity Module;

- provide professional learning opportunities for staff;
- promote authentic assessment design that supports demonstration of learning outcomes;
- provide guidance on the appropriate use of artificial intelligence in assessment;
- monitor trends and themes arising from academic integrity concerns;
- use programme monitoring, review and quality assurance processes to identify opportunities for enhancement.

Figure 1: Academic Integrity Framework illustrates CMETB's approach to supporting academic integrity, responding to poor academic practice and managing academic misconduct.



Figure 2: Academic Integrity Values illustrates the core values that underpin academic integrity and guide learning, assessment and professional practice.



5. Key definitions

Term	Working definition
Academic integrity concern	A concern raised before any finding has been made that submitted work or conduct may not meet academic integrity requirements.
Poor academic practice	An unintentional error or skills gap, such as misunderstanding referencing or inadequate paraphrasing, where there is no evidence of deception.
Academic misconduct	An intentional or negligent action, or attempted action, that breaches academic integrity or may create unfair advantage or disadvantage.

Serious or repeated academic misconduct	Substantial, deliberate, organised or repeated misconduct, including contract cheating, impersonation, significant falsification or extensive prohibited AI use.
Authenticity	Authenticity refers to the extent to which assessment evidence genuinely represents the learner's own knowledge, skills, understanding and achievement.
Academic Misconduct Register	The Academic Misconduct Register is the secure record maintained by a centre or service containing confirmed findings of academic misconduct and serious or repeated academic misconduct.
Plagiarism	Presenting another person's work, ideas or material as one's own without appropriate acknowledgement. This includes unacknowledged reuse of a learner's previous work.
Self-plagiarism	The reuse of a learner's own previously submitted work, in whole or in part, without appropriate acknowledgement or permission where required.
Cheating	Any action undertaken to gain an unfair advantage in an assessment, examination or learning activity in breach of assessment requirements or conditions.
Contract cheating	Arranging for another person or organisation to complete assessment work on a learner's behalf.
Collusion	Unauthorised collaboration between two or more learners, or between a learner and another person, where work intended to be completed independently is presented as the learner's own.
Fabrication	Creating, altering, manipulating or presenting false, misleading or invented information, records, citations, evidence, research findings or assessment materials.

Impersonation	Pretending to be another learner, or allowing another person to undertake an assessment, examination or assessment activity on one's behalf.
Prohibited or Undeclared Use of AI	The use of artificial intelligence tools in a manner that is not permitted by the assessment brief, or failure to declare or acknowledge AI use where declaration is required.
Sanction	A proportionate consequence applied following a confirmed finding of academic misconduct.

6. Roles and responsibilities

6.1 Learners

- Complete and submit their own work unless collaboration is explicitly permitted.
- Acknowledge sources and permitted AI use as instructed.
- Follow the requirements stated in each assessment brief.
- Complete the CMETB Academic Integrity Module and seek support when unsure.
- Engage honestly and respectfully where a concern is raised.

6.2 Teaching and assessment staff

- Explain academic integrity, referencing and AI requirements before submission.
- State clearly on each assessment brief whether AI use is unrestricted, restricted or prohibited.
- Design and conduct assessment in line with CMETB quality assurance requirements.
- Distinguish poor academic practice from potential misconduct and respond supportively and consistently.
- Record and refer concerns in accordance with process (see staff guidance section 16.2)

6.3 Programme and centre management

- Ensure staff understand the policy and procedure.
- Provide for fair review or investigation and avoid conflicts of interest.
- Confirm findings and approve sanctions within the agreed authority framework.
- Ensure communications, records and appeals are managed securely and consistently.

6.4 Quality Assurance and Enhancement Service

QAES will:

- Maintain academic integrity policy, procedures and guidance.
- Support consistent implementation of academic integrity requirements across CMETB.
- Coordinate the periodic review of academic integrity guidance and associated documentation.
- Provide or coordinate professional learning opportunities relating to academic integrity, assessment design, artificial intelligence and emerging misconduct risks.
- Support centres and services in adopting preventative approaches that promote academic integrity and authentic assessment.
- Monitor anonymised organisational trends, themes and patterns arising from academic integrity concerns, findings, sanctions and appeals.
- Report relevant findings through quality assurance, programme monitoring and review structures to support continuous improvement.
- Identify opportunities for enhancement arising from academic integrity cases, learner feedback, staff feedback and quality assurance review activities.
- Promote awareness of learner support resources, including the CMETB Academic Integrity Module and associated guidance

7. Categories of concern

Category	Indicative features	Primary response
Poor academic practice	Unintentional errors, misunderstanding or skills gaps; no evidence of deception.	Feedback, support, correction or resubmission where permitted.
Academic misconduct	Negligent or intentional breach, prohibited conduct or attempt to gain unfair advantage.	Formal recording and a proportionate outcome under the sanctions framework (see section 19).
Serious or repeated academic misconduct	Substantial, deliberate, organised or repeated conduct, or conduct that substantially undermines learning outcomes.	Formal investigation and consideration of a higher-level sanction.

8. Forms of academic misconduct

- Plagiarism and self-plagiarism
- Prohibited or undeclared use of artificial intelligence
- Cheating or breach of assessment conditions
- Falsification or fabrication of records, data, citations or evidence
- Collusion beyond what an assessment permits
- Impersonation

- Contract cheating
- Tampering with assessment materials or another learner's work
- Other conduct that undermines assessment integrity or creates unfair advantage

9. Artificial intelligence in assessment

It would help learner understanding if assessment briefs stated one of the following categories and provide clear instructions:

- Unrestricted: AI may be used, subject to the instructions and acknowledgement requirements in the brief.
- Restricted: specified uses are permitted and specified limitations apply.
- Prohibited: AI must not be used for the assessment task.

Learners must follow the assessment brief, declare permitted AI use, acknowledge AI-generated material where required, remain transparent about what AI produced and show their own contribution clearly.

10. Responding to concerns

Academic integrity concerns will be handled using the fair, supportive and proportionate procedure in the staff guidance section (see section 16) The learner will be told the nature of the concern and given a meaningful opportunity to respond before a finding is made.

11. Sanctions

A sanction may be applied only following a confirmed finding of academic misconduct. Decisions must be evidence-based, proportionate and consistent. Relevant factors include intent, extent, impact on learning outcomes, previous confirmed incidents, and the learner's engagement with the process.

The approved sanctions matrix in section 19 is the single definitive source for available outcomes. Sections on plagiarism and AI do not create separate sanction systems.

12. Appeals

A learner may appeal a misconduct finding or sanction on approved grounds, including procedural irregularity, relevant new evidence, insufficient evidence or a disproportionate sanction. The appeal will be reviewed independently by a person or panel not involved in the original decision.

Where a learner wishes to challenge a finding of academic misconduct or a sanction imposed under this policy, the appeal shall be considered under the Academic Integrity and Assessment Standards Policy.

Appeals relating solely to assessment marks, grades or assessment outcomes shall be considered under the CMETB Results Appeals Procedure or CMETB Results Process Procedure.

Where both processes may apply, the academic misconduct appeal shall normally be concluded before a results appeal is considered.

13. Records, confidentiality and monitoring

Academic Misconduct Register

Each centre/service shall maintain an Academic Misconduct Register containing confirmed findings of academic misconduct and serious or repeated academic misconduct only. Academic integrity concerns, poor academic practice cases and unsubstantiated concerns shall not be recorded on the register. Access shall be restricted to authorised staff only.

Records will be created, accessed, retained and disposed of securely in accordance with the approved procedure and applicable data-protection requirements. CMETB may review anonymised information arising from academic integrity concerns, findings, sanctions and appeals to support consistency, staff learning, policy development and quality enhancement.

Relevant trends and themes may be considered through programme monitoring, programme review, self-evaluation and other quality assurance processes to support continuous improvement in teaching, learning and assessment practices.

Academic Integrity Quality Indicators

Programme boards and QA structures may review:

- reported incidents
- categories of misconduct
- repeat occurrences
- use of learner supports
- appeals outcomes
- AI-related concerns
- recommendations from EAs and programme reviews

14. Learner support and inclusion

CMETB will apply the principles of accessibility, inclusion and Universal Design for Learning when implementing this policy. Learners will have access to academic integrity, referencing, writing, digital literacy, AI literacy, pastoral and reasonable-accommodation supports as appropriate.

15. Related documents

- CMETB Academic Integrity Module for Learners
- CMETB Artificial Intelligence in Assessment Guidelines
- CMETB Assessment Procedures and Appeals Policy
- Learner Code of Conduct
- ETBI Learner Guide to Academic Integrity
- FET Referencing Handbook

16. STAFF PROCEDURE

16.1 Principles for handling a concern

- Use neutral language until a finding has been made.
- Act promptly, consistently and confidentially.
- Give the learner clear information and a meaningful opportunity to respond.
- Separate poor academic practice from misconduct.
- Ensure any investigator or decision-maker is free from conflict of interest.
- Keep a confidential record of the steps taken and reasons for the outcome.

16.2 Operational pathway (See also Figure 3 *image developed using Microsoft CoPilot*)

1. Concern identified

Record the specific concern and the assessment requirement that may not have been met.
Preserve relevant material.

2. Initial review

Review the assessment brief, learner evidence and relevant records. Decide whether the matter may be poor academic practice or potential misconduct.

3. Learner discussion

Explain the concern, invite the learner's account of what took place, ask open questions and record relevant information.

4. Initial classification

Determine whether the matter is poor academic practice, academic misconduct that can be decided at the agreed level, or potential serious/repeated misconduct requiring formal investigation.

5. Formal investigation where required

Appoint an impartial investigator, gather relevant evidence, give the learner an opportunity to respond and prepare findings.

6. Decision

The authorised decision-maker in that centre/service considers the evidence and decides whether the concern is substantiated.

7. Outcome and sanction

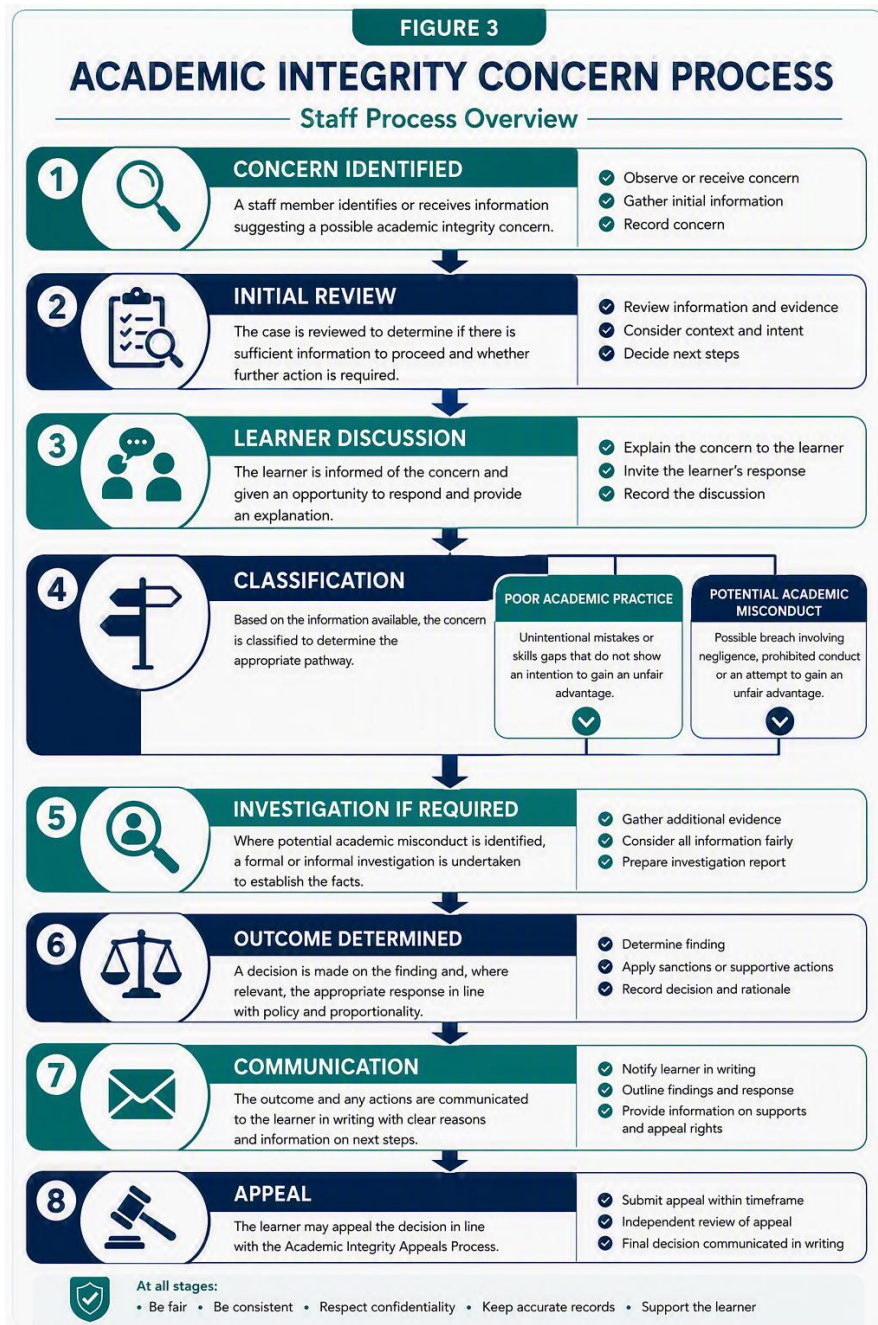
Where misconduct is confirmed, select an outcome from the approved sanctions matrix and record the reasons.

8. Written communication

Tell the learner the finding, reasons, outcome, available support and appeal route.

9. Appeal and closure

Manage any appeal independently. Securely close and retain the record in line with the approved rule.



17. Evidence and authenticity checks (See also Figure 4 *image developed using CoPilot*)

Use a balanced range of evidence. No single indicator should, by itself, determine a finding. Depending on the assessment, relevant methods may include:

- Questions that allow the learner to explain their process and decisions
- Learner authenticity declaration (from time of submission)
- Evidence of drafts or research undertaken by the learner
- A learner statement addressing the concern
- Relevant peer reports for group work exercise

- Independent testimony where appropriate (assessor, peer, library staff, academic support team)
- Comparison with drafts, source material and assessment records
- A practical or oral demonstration of knowledge where appropriate and permitted



18. Decision responsibilities

Stage	Proposed role
Identify and document concern	Teacher/tutor or relevant staff member
Initial review and learner discussion	Teacher/tutor with programme/course coordination
Formal investigation	Appointed independent investigator
Formal finding and sanction approval	Designated Centre Manager
Appeal	Independent reviewer or panel
Register maintenance	Centre Manager

19. Responses to academic integrity concerns

The matrix below provides examples of concerns and the range of responses that may be available. Individual cases will be considered on their own merits and outcomes will be determined in accordance with this policy and associated procedures.

19.1 Sanctions Matrix (Figure 5)

Classification	Indicative Examples	Typical Responses and Sanctions
Poor Academic Practice	<ul style="list-style-type: none">• Referencing errors• Weak paraphrasing• Skills gaps• Unintentional mistakes• Minor citation issues	<ul style="list-style-type: none">• Feedback and guidance• Referral to learner support• Academic skills development• Resubmission opportunity (where appropriate)
Academic Misconduct	<ul style="list-style-type: none">• Plagiarism• Prohibited AI use• Collusion• Breach of assessment rules• Failure to acknowledge sources appropriately	<ul style="list-style-type: none">• Formal warning• Mark penalty• Added to misconduct register• Additional academic integrity support
Serious or Repeated Academic Misconduct	<ul style="list-style-type: none">• Contract cheating• Impersonation• Falsification or fabrication of evidence• Repeat misconduct following previous warning• Significant or deliberate breach of academic integrity	<ul style="list-style-type: none">• Formal investigation• Significant sanction• Entry on the Academic Misconduct Register• Right of appeal

20. Appeals procedure

1. Receive the appeal in writing using the approved form and within the approved timeframe.
2. Check that at least one permitted ground is identified.

3. Provide the independent reviewer or internal panel with the original record, evidence, decision and learner submission.
4. Consider whether the procedure was followed, the evidence supported the finding and the sanction was proportionate.
5. Issue a written outcome: upheld, partially upheld or not upheld, with reasons and any further route.

21. Records and confidentiality

- Use a unique case reference.
- Limit access to staff who require the information for the process.
- Record the concern, evidence, learner response, classification, decision, sanction, communication and appeal outcome.
- Maintain the Academic Misconduct Register through the designated role.
- Dispose of records in accordance with the confirmed retention schedule.
- Use anonymised information for monitoring and improvement reporting.

22. Forms and templates

- Academic Integrity Concern Record
- Learner Meeting Record
- Formal Investigation and Findings Report
- Outcome and Sanction Record
- Notification of Concern letter
- Notification of Outcome letter
- Academic Integrity Appeal Form
- Conflict of Interest Declaration
- Approved Sanctions Matrix

23. LEARNER GUIDANCE

23.1 What is academic integrity?

Academic integrity means doing your work in a fair, honest and responsible way. It is based on fairness, trust, honesty, respect, courage and responsibility. It means showing your own learning and acknowledging help, sources and tools correctly.

23.2 What CMETB expects from you

- Submit your own work unless your assessment allows collaboration.
- Follow the instructions in the assessment brief.
- Acknowledge books, websites, people, AI tools and other sources where required.
- Do not copy, buy or arrange for someone else to complete your work.
- Ask your tutor if you are unsure what is allowed.
- Complete the CMETB Academic Integrity Module and use available supports.

23.3 Mistakes and misconduct are not the same

Academic integrity concerns may relate to either poor academic practice or academic misconduct. Poor academic practice is generally unintentional and arises from a lack of understanding or academic skills, such as incorrect referencing or paraphrasing. These issues are normally addressed through feedback and support. Academic misconduct involves a negligent or deliberate breach of academic integrity requirements and includes behaviours such as plagiarism, contract cheating, falsification of evidence, impersonation, or prohibited AI use. Such cases are addressed through the formal academic misconduct process and may result in sanctions.

23.4 Using artificial intelligence

Check the AI category on every assessment brief:

- Unrestricted: AI use is allowed within the instructions given.
- Restricted: some uses are allowed and some are not. Read the limits carefully.
- Prohibited: AI must not be used for the task.

Where AI use is allowed, follow the instructions on declaration and acknowledgement. Be clear about what the tool produced and what you contributed. Never use AI in a way that stops you from demonstrating the learning outcomes yourself.

23.5 If a concern is raised (see figure 6 *image developed using Microsoft CoPilot*)

- You will be told what the concern is.
- You will have an opportunity to explain how you completed the assessment and respond to the evidence.
- The information will be reviewed fairly and confidentially.

- The outcome may be poor academic practice, no misconduct, academic misconduct, or serious/repeated academic misconduct.
- You will receive the outcome and reasons in writing where the process is formal.
- If misconduct is confirmed, you will be told about the sanction, support and appeal route.



23.6 Support available

A range of supports are available to help you understand and meet academic integrity requirements throughout your programme.

- Academic integrity and referencing guidance
- The CMETB Learner Academic Integrity Module
- Tutor feedback and academic writing support
- Digital and AI literacy guidance
- Pastoral and wellbeing support where available

- Reasonable accommodations and additional learning support where appropriate

Seeking help early is a positive and responsible step. Support does not remove academic standards, but it helps you understand and meet them.

23.7 Your right to appeal

You may appeal a misconduct finding or sanction on the approved grounds. These may include a problem with the procedure, relevant new evidence, insufficient evidence or a disproportionate sanction. Use the official form and submit it within the approved timeframe stated in your outcome letter.

23.8 Quick check before submitting

- ☐ Is this my own work?
- ☐ Have I acknowledged all sources correctly?
- ☐ Have I checked the AI category and followed the instructions?
- ☐ Have I declared permitted AI use where required?
- ☐ Can I explain how I produced the work and demonstrate my understanding?
- ☐ Have I asked for help if anything is unclear?

APPENDIX 1: Academic Integrity Concern and Investigation Record

STRICTLY PRIVATE AND CONFIDENTIAL | Use neutral language until a formal finding has been made.

Case Ref: _____

SECTION 1: GENERAL INFORMATION

Provider details	
Centre/Service name	
Address	
Programme/Course code	
Teacher/Tutor name	
Position	
Email address	
Contact number	
Assessment details	
Award type, level and title	
Assessment title	
Assessment location	
Date and time of concern	
Academic integrity concern	
Assessment requirement or rule	

that may not have been met	
Factual description of the concern	
Evidence initially available	
Number of learners affected, if any	
Nature of impact, if any	

Certification status

☐ Certificates not requested and will be held pending completion of the process	
☐ Certificates issued and retrieval is required pending the outcome	
☐ Certificates not issued and will be held pending the outcome	
☐ Certification is not affected	

Notification and referral

Relevant Programme Co-ordinator/Centre Manager	
Notified by	
Date of notification	

Learner notified in writing	☐ Yes ☐ No Date: _____
Internal Investigator(s)	
Contact details	
Comments	

SECTION 2: INVESTIGATION REPORT

Complete this section only where a formal investigation is required.

Investigation activity	Record
People spoken to or met	
Documents reviewed	
Evidence reviewed	
Learner response	
Findings and reasons	
Supporting evidence or testimony	
Concern substantiated	☐ Yes ☐ No

Investigation activity	Record
Report submitted to authorised decision-maker	Date: _____
Investigator signature	
Print name	
Date	

SECTION 3: DECISION AND COMMUNICATION

Decision record	Details
Finding	☐ Not substantiated ☐ Poor academic practice ☐ Academic misconduct ☐ Serious or repeated academic misconduct
Reasons for decision	
Approved response or sanction	
Support offered	
Signed by authorised decision-maker	
Print name and role	
Date	

Communication record

Recipient	Method	Date	Communicated by
Learner			
Relevant manager			
Other, specify			

APPENDIX 2: Conflict of Interest Declaration

To be completed by each person involved in a formal investigation, decision or appeal.

A conflict of interest is any matter that could influence, or reasonably appear to influence, the fairness or impartiality of the process.

A conflict may arise where a person:

- was involved in the assessment or related quality assurance activity;
- has a personal or family relationship with a person involved;
- has a professional relationship or other interest that may affect, or appear to affect, impartiality.

Where a conflict exists, the person must not take part in the investigation, decision or appeal.

Case reference	
Centre/Service	
Name	
Role in process	
Declaration	☐ I confirm that no conflict of interest exists. ☐ I have identified a possible conflict and provided details below.
Details, if applicable	
Signature	
Date	

APPENDIX 3: Notification of Academic Integrity Concern

Template letter | Delete instructional text and complete all placeholders before issue.

[Learner name]

[Address line 1]

[Address line 2]

[Address line 3]

Reference: [Case reference]

Date: [dd/mm/yyyy]

Subject: Notification of an Academic Integrity Concern

Dear [Learner name],

I am writing to let you know that an academic integrity concern has been identified in relation to [assessment title/event], completed at [location] on [date].

The concern relates to: [brief, factual description of the assessment requirement or rule that may not have been met].

The concern will be considered under the CMETB Academic Integrity and Assessment Standards Policy and Staff Procedure. No finding has been made at this stage. You will have an opportunity to explain how you completed the assessment and to respond to the information being considered.

The process will be managed as fairly, impartially and confidentially as possible. [Insert meeting or next-step details, documents required and contact information].

Please quote the case reference above in correspondence about this matter.

Yours sincerely,

[Name]

[Role]

[Centre/Service]

APPENDIX 4: Notification of Outcome

Template letter | Use only after the authorised decision-maker has completed the process.

[Learner name]

[Address line 1]

[Address line 2]

[Address line 3]

Reference: [Case reference]

Date: [dd/mm/yyyy]

Subject: Outcome of Academic Integrity Process

Dear [Learner name],

I am writing to confirm the outcome of the academic integrity process relating to [assessment title/event].

The concern has been: [not substantiated / classified as poor academic practice / substantiated as academic misconduct / substantiated as serious or repeated academic misconduct].

Reasons for the decision: [insert clear summary of the evidence considered and reasons].

Outcome, response or sanction: [insert details, including any effect on assessment results].

Support available: [insert relevant guidance, module, academic skills or wellbeing supports].

You may appeal the finding or sanction on the grounds set out in the policy. To appeal, complete the Academic Integrity Appeal Form and return it within [approved timeframe] from the date of this letter. The appeal form and submission details are attached.

Please keep this letter and quote the case reference in any correspondence.

Yours sincerely,

[Name]

[Role]

[Centre/Service]

APPENDIX 5: Academic Integrity Appeal Form

Complete all relevant sections. Submit this form within the timeframe stated in the outcome letter.

PART A: TO BE COMPLETED BY THE LEARNER

Learner details	
Name	
Address	
Case reference	
Contact number	
Email address	
Nature of appeal	☐ Finding ☐ Sanction ☐ Both

Grounds for appeal

Select one or more grounds	Tick
The procedure was not followed correctly and this may have affected the outcome	☐
Relevant new evidence is available that could not reasonably have been provided earlier	☐
The finding was not supported by the evidence available	☐
The sanction was disproportionate or inconsistent with the approved framework	☐

Explain your grounds for appeal and identify supporting evidence	
Supporting documents attached	☐ Yes ☐ No
Print name	
Signature	
Date	

PART B: OFFICE USE

Administration record	Details
Date received	
Received by	
Submitted within timeframe	☐ Yes ☐ No
Grounds accepted for review	
Independent reviewer/panel	
Appeal outcome	☐ Upheld ☐ Partially upheld ☐ Not upheld
Reasons	

Administration record	Details
Further action required	
Signature	
Date	

APPENDIX 6: Leon Furze et al AI in Assessment Scale

Leon Furze et al (2024) external reference framework for utilising AI in Assessment.

1	NO AI	<p>The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills</p> <p>You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.</p>
2	AI PLANNING	<p>AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently.</p> <p>You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.</p>
3	AI COLLABORATION	<p>AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding.</p> <p>You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.</p>
4	FULL AI	<p>AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems.</p> <p>You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.</p>
5	AI EXPLORATION	<p>AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study.</p> <p>You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.</p>