



Use of AI Policy

Next Review Date – 23/07/2027

**Responsibility: Envisage Managers, Staff,
Learners & Customers**

Version 1

Introduction

This policy applies to all Envisage staff and learners on all of its courses and assessments.

Generative AI is technology that can be used to create new content including text, audio, code, images and videos.

Although this technology is not new, tools like ChatGPT, Gemini, Copilot and DeepSeek are increasingly accessible, posing opportunities and challenges within the education sector.

The use of generative AI is prohibited within our assessments.

This document outlines the risks of AI to the validity of assessment and steps we will take to safeguard the integrity of our qualifications.

Plagiarism and risks to authenticity

There is a risk that learners may use AI tools to generate responses to assessments, including:

- Identifying responses for multiple choice and multiple response type questions
- Generating short-form and long-form content to respond to written tasks (e.g. worksheet questions)
- Generating other forms of content specific to our qualifications (e.g. a personalised personal training programme based on a client's goals).

This poses a risk to assessment validity as the work produced may not be the learner's own and the assessment tool would not be reliably assessing learner's knowledge, understanding or skills against the assessment criteria.

Mitigating authenticity risks in externally assessed multiple choice assessments

To ensure authenticity for externally assessed multiple choice assessments, learners will complete the assessment under invigilated conditions.

Where potential malpractice is identified, the Awarding Organisation will be notified and appropriate action will be taken, which may include the Awarding Organisation invalidating the result.

Mitigating authenticity risks in internal assessments

All work submitted for assessment must accurately reflect learners' abilities against the learning outcomes and assessment criteria. This means that work submitted must be demonstrably learners' own work.

Learners will be made clear on the importance of submitting their own work for assessment, the role of authenticity statements and the risks of potential malpractice. This will be covered during course inductions and again during assessment briefings.

We will consider the risks around authenticity of learner work at the point of assessment and quality assurance. This may include:

- Providing time in supervised sessions for learners to complete assessment activities.
- Checking work produced in stages to ensure that evidence submitted for assessment reflects continuation of earlier work.
- Using learning consolidation exercises to identify progress through the qualification prior to formal assessment.
- Checking responses across cohorts for evidence of collaboration or collusion in assessments.
- Considering the tone and language used within learner evidence and non-assessment communications/interactions.
- Using AI tools to screen learner work for potential plagiarism.
- Using supplementary questioning to triangulate assessment evidence.
- Ensuring authenticity statements across assessment tools have been signed.
- Investigating suspected or alleged learner malpractice using software such as QuillBot or JustDone to check learner's work for use of AI

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